

EXPLORING CIVICS THROUGH HISTORIC SPACES

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

THE PROJECT

The Intrepid Museum is a non-profit, educational institution featuring the legendary aircraft carrier *Intrepid*, the space shuttle *Enterprise*, the world's fastest jets and a guided missile submarine.

More than 50,000 men served on the WWII era aircraft carrier *Intrepid*, but who we saw serving on the ship was impacted by policies and practices in the United States during its time of service.

Many other historical sites and museums have collections and histories that reflect change over time as the power of civic action dismantled policies and practices put into place by those in power.

The Intrepid Museum, funded by the Educating for American Democracy (EAD) Initiative, created a model for collaboration between an individual school and a local historic site or museum, which can be replicated by others across the country with their local schools. It is designed as a cost-efficient model that leverages local resources, expertise and history to make civics more tangible and relevant to students. The goal is to enhance civic learning, integrate content knowledge, and explore a real-world application of lessons learned to prepare future generations for engaged citizenship as participants in our democracy.

WHAT IS EDUCATING FOR AMERICAN DEMOCRACY?

[Educating for American Democracy](#) is a diverse and cross-ideological group of scholars and educators who created guidance and an inquiry framework to transform the teaching of history and civics to meet the needs of a diverse 21st-century K-12 student body.

Educating for American Democracy has designed a framework for excellence in history and civics for all learners that is organized by major themes and questions, supported by key concepts. This framework is designed around seven (7) themes and five (5) Design Challenges. Each theme has driving questions to explore with grades K-12, and the framework has pedagogical principles for how educators can approach the teaching of the EAD roadmap.

HOW CAN MY INSTITUTION USE THIS CURRICULUM?

The curriculum developed by the Intrepid Museum team in collaboration with their school partner focuses on defining a community, investigating policies and practices that impact the make-up of a community, and exploring how those policies and practices can change over time. These themes are easily explored through the collections and exhibitions of museums, historic sites, and cultural institutions.

The collections explored at the Intrepid Museum include primary sources centered on the lives of the crewmembers who lived and worked onboard the aircraft carrier *Intrepid*, which served in World War II, the Cold War, and the Vietnam War. Primary sources also focused on who served on the ship and the policies and practices that limited who could serve and in what capacity.

Other historic sites have collections items that are similar in theme to the primary sources utilized by the Intrepid Museum. The lessons are designed so that the structure can remain the same, but the primary sources utilized can be connected to the institution leading each lesson.

This curriculum has lessons that can work both in museum and classroom settings. We hope you will use these lessons as a framework to explore civics with local K-5 audiences and support the next generation of engaged citizens in our communities.

GETTING STARTED

- Fill out the **Primary Source Focus Collections Survey** to see which exhibitions and items in your collections can be used to connect to each lesson.
- Identify a school or schools in your area to partner with.
- Share the **program outline** and set up a time to meet with the school and discuss potential dates over the course of a year. Review our School Communication Recommendations below to determine how to best meet the needs of the school. Lessons can be added or skipped to best meet the needs of the school. (TIP - build in ample time for this planning stage, especially if the school is new to your institution.)
- Look through local state civics and history standards to communicate connections between these Education for American Democracy-aligned lessons and local standards.
- Review lessons to determine materials and set-up needed for each lesson.
- Create a schedule for lessons to be taught and lead the program with students.
- Refer to this document for further recommendations.

HOW CAN MY INSTITUTION USE THE ROADMAP?

The Educating for American Democracy roadmap lists multiple ways to engage students in civics learning. This project connects to **DC2.3 of Design Challenge 2: America's Plural yet Shared Story**: How can this more plural and more complete story of our history and foundations also be a common story, the shared inheritance of all Americans?

Key concepts to be explored are:

CIVIC PARTICIPATION

- What is a just society?
- Define components of a healthy community and the rights and responsibilities of community members
- Participate in a community through building relationships, making change, and problem-solving
- Learn about civic friendship and the benefit of compromise

OUR CHANGING LANDSCAPE

- Learn and evaluate the characteristics of leadership
- Examine personal, familial, and societal connections between people, place, and history
- Understand personal connections to the values and norms that define various political communities

WE THE PEOPLE

- Explore the diversity that makes up the American community
- Discuss why we have government, and explore the relationship between people and their government
- Examine definitions of citizenship
- Explore the history of inclusion and exclusion of “the people” and access to citizenship
- Learn about the conflicts and histories of oppression and power, and explore constructive ways to discuss hard histories

A NEW GOVERNMENT AND CONSTITUTION

- Explore concepts of fairness, unfairness, freedom, and equality in classrooms, communities, and governments

INSTITUTIONAL & SOCIAL TRANSFORMATION- A SERIES OF REFOUNDING?

- Analyze why and how communities change and the causes and consequences of conflict
- Examine people’s role in social & institutional transformation
- Explore the impact of American pluralism and unity on rules and institutions

A PEOPLE WITH CONTEMPORARY DEBATES & POSSIBILITIES

- Explore elections and understand the reasons why individuals run for office

HOW IS THE PROJECT STRUCTURED?

This program was structured to meet the individual needs of Intrepid Museum’s partner school. When the Intrepid Museum met with the school administration to discuss this program, they requested that fourth and fifth grades have fewer touchpoints than the other grades due to the

demands of their testing schedule. The Intrepid Museum’s original model involved two sessions of professional development for teachers. In the end, due to school scheduling needs, only one session was held. We recommend identifying the particular needs of the school you may be working with and adjusting to fit with their schedule.

WORKING WITH PRIMARY SOURCES

Students on the elementary level benefit from routines as they encounter primary sources to learn about the past. We recommend [See/Think/Wonder](#), a thinking routine from Project Zero, housed at the Harvard Graduate School of Education. This routine involves asking students to make an observation about an object and following that thought with what they think that observation might mean. Encourage students to provide evidence that supports that idea and ask them what these ideas make them wonder about the object or topic.

When encountering an image or object that has many details, we recommend asking students what they notice at the top, left, right, and bottom of the object/image, including any words, objects, people, or other details that they see. This will help focus their observations and allow them to obtain more information about the primary source. As students work with a new type of primary source, it might be helpful to discuss how that primary source may be similar or different from other sources of information.

PROGRAM OUTLINE

*Please acknowledge that the timing of sessions may vary depending on school needs.

TEACHER PD

Session/ Length	Location, Date, Materials	Program Details
Session 1: 90 min	School Or Museum	<p>Introduction to the Museum + Topics discussed over the course of the program</p> <p>In this session, teachers will learn about the program planned for K-5 students and discuss how themes of the course can be implemented throughout the year</p>

GRADE 1

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 1: 60-90 min	Museum	<p>What is Community? What is it like to join a new community? What brings a community together? There are many ways to have someone feel at home in their new community, such as sports, holidays, activities, and food. Participants will tour the museum or historic site and discuss the challenges of joining a new community. They will then take part in an activity where they plan items to bring with them if they were to move to that new space.</p> <p>Objective: Students will be able to define the community and describe three challenges of joining a new community.</p>	<p>Spaces and objects related to:</p> <ul style="list-style-type: none"> • 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 historic site. (Clothing, tools of the trade)
Session 2: 50 min	School	<p>Similarities and Differences A community is made of individuals who each have their own story and bring something special to the group. In this activity, students will learn about where some of the individuals connected to the historic site originated and share information about their own families. Participants will then discuss similarities and differences and share how they are still part of a community, even if they might come from different backgrounds.</p> <p>Objective: Students will be able to identify three ways they are similar to and three ways they are different from their classmates.</p>	<p>Image or document sharing origins of community members or arrival to the community</p>

GRADE 1 CONT.

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 3: 50 min	School	<p>Leaders and Decision Makers In this activity, students discuss who is in charge in school, at the historic site, and in the U.S. They will discuss the importance of leaders, what the community-based at the historic site values in theirs, and what we value in ours. The lesson will culminate in an activity where students draw a situation in which they are leaders in their communities.</p> <p>Objective: Students will be able to describe the traits important in a leader and the roles of leaders in their communities.</p>	Images depicting leaders in the community connected to the historic site
Session 4: 50 min	School	<p>The Fabric of a Community A community is made of individuals who each have their own story and bring something special to the group. Participants will create a class quilt by designing their own squares unique to their identities and putting them together to make a larger piece.</p> <p>Objective: Students will be able to describe the positive contributions they make to their communities.</p>	<p>Images of community members working or helping the community in various ways</p> <p><i>Optional: Example of quilt connected to historic site</i></p>

GRADE 2

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 1: 90 min	Museum	<p>Introduction to the Museum + Crew Patches</p> <p>Students will discuss what life might have been like for the individuals who lived at the historic site and what it means to be part of a community. Students will take a look at the different roles individuals had in the community. Participants will tour the museum/historic site, learn about various jobs that existed in the community and take part in an art activity to signify the job they would want if they lived and/or worked in that community.</p> <p>Objective: Students will be able to define community and describe themselves as part of their larger community.</p>	<p>Spaces and objects related to:</p> <ul style="list-style-type: none"> • 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 historic site. (Clothing, tools of the trade)
Session 2: 50 min	School	<p>How Do Our Communities Shape Us?</p> <p>Communities impact the individuals that are a part of them. In this activity, participants will look at primary sources from community members connected to a historic site that share how they were changed by their time in that community. Students will then participate in an art activity to share how their communities impact them.</p> <p>Objective: Students will be able to understand two ways in which they impact their community and two ways their community impacts them.</p>	<p>Images of community members taking part in activities that bring them together</p> <p><i>Optional: A statement from community members sharing how life in the community is beneficial to them</i></p>

GRADE 2 CONT.

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 3: 50 min	School	<p>Investigating Rules How can rules impact a community? Students will discuss who was seen present in the communities connected to the historic site and discuss rules that might have impacted who was seen and not seen. Students will also discuss why these rules might have been made. They will then discuss rules and “fairness” by creating rules for their own simple game and changing the rules in order for the game to be enjoyable for more of their peers.</p> <p>Objective: Students will be able to define “fair” and “unfair” and describe how those terms relate to their communities.</p>	<p>Images showing:</p> <ul style="list-style-type: none"> • 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
Session 4: 50 min	School	<p>Making Change Who was seen as part of the community at a historic site reflects the attitudes and beliefs of the broader United States at the time. Many individuals and groups throughout the century were advocating for a more equitable society, some from outside and some from within the community. In this activity, students will explore how people can have their voices heard through democracy, which led to change over time at the historic site. They will participate in a voting activity to determine how voting through representatives works in our government and make posters for a cause they care about.</p> <p>Objective: Students will be able to describe two distinct ways individuals can make change in their communities.</p>	<p><i>Optional: Evidence of community members fighting for change</i></p>

GRADE 3

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 1: 90 min	Museum	<p>Communities and Traditions Every community has its own set of traditions and celebrations, often highlighted by food. Participants will discuss what life might have been like for the community at the historic site and how their own families celebrate with food. The program will end with participants creating food items out of model magic.</p> <p>Objective: Students will be able to identify traditions celebrated by community members connected to the historic site/museum and share their significance.</p>	<p>Example of food eaten as part of celebration or tradition:</p> <ul style="list-style-type: none"> • Menu, recipe, artwork showcasing food or primary source discussing food. • Touch object recommendations: objects related to food, celebrations and jobs within the community
Session 2: 50 min	School	<p>Community Value A community is made of individuals who each have their own story and bring something special to the group. A community may value some qualities more than others. Students will look at excerpts from primary sources depicting rules, etiquette, or stories about values to discuss what was valued by the community connected to the historic site. They will then create a list of qualities important to the community of the school.</p> <p>Objective: Students will be able to identify qualities valued by community members based on discussions of primary source objects.</p>	<p>Written document or image showing expectations or ideal characteristics of community members</p>

GRADE 3 CONT.

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 3: 50 min	School	<p>Cultural Exchange Depending on geographic location, some communities may interact with other communities. These interactions may lead to cultural exchange or sometimes even conflict. Students will take a look at a case study of someone new joining the community connected to the historic site and learn about the exchanges or conflicts that took place. They will then determine what might have been helpful for that individual to know as they were joining that community and create a document that introduces someone to the school community.</p> <p>Objective: Students will make connections between a community connected to the historic site/museum engaging with others and the ways their own communities interact and form relationships.</p>	Image or account depicting community members interacting with another community
Session 4: 90 min	Museum	<p>Family Culture Day The Museum will hold a weekend event for families in which families can explore the museum together and participate in a potluck where they share food from their culture. The day will culminate with students having a discussion on what we can learn from other cultures.</p> <p>Objective: Students will be able to identify where other members of their community come from and describe the blended nature of their community.</p>	<i>Optional: Images of community sharing a meal</i>

GRADE 4

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 1: 90 min	Museum	<p>Fighting for Change As attitudes and beliefs about race, gender and sexuality shift, so do the policies and practices seen impacting the citizens of the United States as a whole. Many individuals and groups throughout the 20th century were advocating for a more equitable society, some from outside and some from within a particular community. In this activity, students will tour a historic space, starting with the context of the historic site and making connections to the broader policies and practices within the United States at the time. They will reflect on the relationship between policies and practices at the historic site and in the broader United States. Finally, students will discuss how both groups and individuals fought against oppression to make change.</p> <p>Objective: Students will be able to identify institutional and non-institutional ways that people have made changes to society.</p>	<p>Objects and Exhibitions related to:</p> <ul style="list-style-type: none"> • Policies and practices that limited opportunities for a particular group • Actions that individuals took to make change

GRADE 5

Session/ Length	Location, Date, Materials	Program Details	Primary Source Focus
Session 1: 90 min	Museum	<p>Exploring Change through Art Art has always been a powerful tool for social and political change. In this activity, students will tour a historic space and learn about an individual or group that wanted to make change in their community. Students will then look at art or examples of literature created with the intention of raising awareness about an issue, questioning the status quo, or inviting people to make change. The activity will end with students creating their own art piece that honors their own identities or is connected to a cause they feel strongly about.</p> <p>Objective: Students will be able to explain the expansion of roles for a particular group in the United States through the lens of a historic site/ museum and identify ways in which a symbol can change over time.</p>	<p>Object or primary source related to a group fighting for change:</p> <ul style="list-style-type: none"> • Artwork that expresses the desire for change or convinces others to support that change • Artwork from that period that shares a similar message or is a contrast to the artwork.

SCHOOL COMMUNICATION RECOMMENDATIONS

Meet with the school to first discuss the project and identify their needs, opportunities and challenges. Take care to clarify roles. Ideally, representatives from each grade would be present in addition to school administration. We also recommend determining the program delivery dates with the school during an in-person meeting since determining dates can be challenging through email.

Questions we recommend asking the school:

- What does civics learning already look like in their school?
- Is there any particular time of year when they would like programming to take place?
- What would they want students to get out of the program?
- What does the student population/demographic look like? Are there students with disabilities? Language needs?

Meeting 1 (held after the school has agreed to the partnership- there may be preliminary meetings to get to this point):

- Provide museum staff Introductions and roles and solicit the same from school staff.
- Share an overview of The Project and clarify roles/responsibilities of each member of the museum and school staff working within the project.
- Obtain student information- How many in each grade? Information about language needs or additional support for students with disabilities.
- Identify dates that might work for class sessions, museum visits, and professional development sessions

Meeting 2 Shortly before the program starts:

- Review dates - do they still work
- Set program times
- Identifying changes in student information, including updates on the number of students in each class
- Communicate information regarding photo releases or any other paperwork needed by your institution or the school

RECOMMENDATIONS FOR WORKING WITH CLASSROOM TEACHERS

This program was structured to meet the needs of Intrepid Museum’s partner school’s teachers while being easily adaptable to the needs of any school partners a historic site might partner with.

BEFORE THE PARTNERSHIP:

When meeting with teachers, give the school space to recommend resources for their student needs. Ex. “ What the students need is __, not __”

This will allow staff to create supports that best meet the specific needs of that school’s population.

DURING THE PARTNERSHIP:

Establish a spirit of collaborative teaching. Encourage the classroom teachers to make connections to what students have learned or read previously. For example, when discussing the concept of community, the teacher can make connections to individuals within the school community.

ADDITIONAL RECOMMENDATIONS:

ENCOURAGE EMPATHY

Asking students how someone might feel in response to an event, challenge, or opportunity is an extremely effective tool for allowing students to understand why individuals in history took certain actions.

MAKE CONNECTIONS TO THE STUDENTS’ COMMUNITIES

By discussing roles, traditions, food, rules, leaders, and favored qualities in their own communities, students will be able to make parallels to the historical community they are learning about. Students confident in sharing what they see in their own communities are also able to understand more abstract concepts like advocacy, fairness, and representatives.

HOLD MEETINGS WITH INDIVIDUAL GRADE TEAMS EXPLAINING LESSON CONTENT

Although we provided a syllabus to all grade team leads, it was not clear if all teachers knew what would be taking place in each lesson. Upon reflection, meeting with individual grade teams would provide an opportunity for teachers to know the content of each lesson and make connections in their classroom accordingly.

REMIND FAMILIES OFTEN IF HOLDING WEEKEND PROGRAMMING

In order to involve the wider school community, one event involved students and their families coming in on a weekend day. This had less attendance than other days. Our recommendations for increasing participation on these days are to:

- Print out information about the event alongside a simple questionnaire in the relevant languages asking if parents are able to attend the event for students to bring home to their families after their first session.
- Clarify with teachers how the content learned during the weekend program connects to the classroom work
- If possible, have staff from school also attend the weekend session and pay them for their time
- Before the weekend session, send another reminder to parents and ask the teacher to provide an update on who might be attending.

Another option is to hold an event during lunch or at the end of the school day - successful attendance may depend on school culture and general family availability.

EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

PRIMARY SOURCE FOCUS COLLECTIONS SURVEY

Exploring Civics through Historic Spaces is a model for collaboration between an individual school and a local historic site or museum which can be replicated by others. Each lesson highlights primary sources including examples of the materials used by museum educators at the Intrepid Museum.

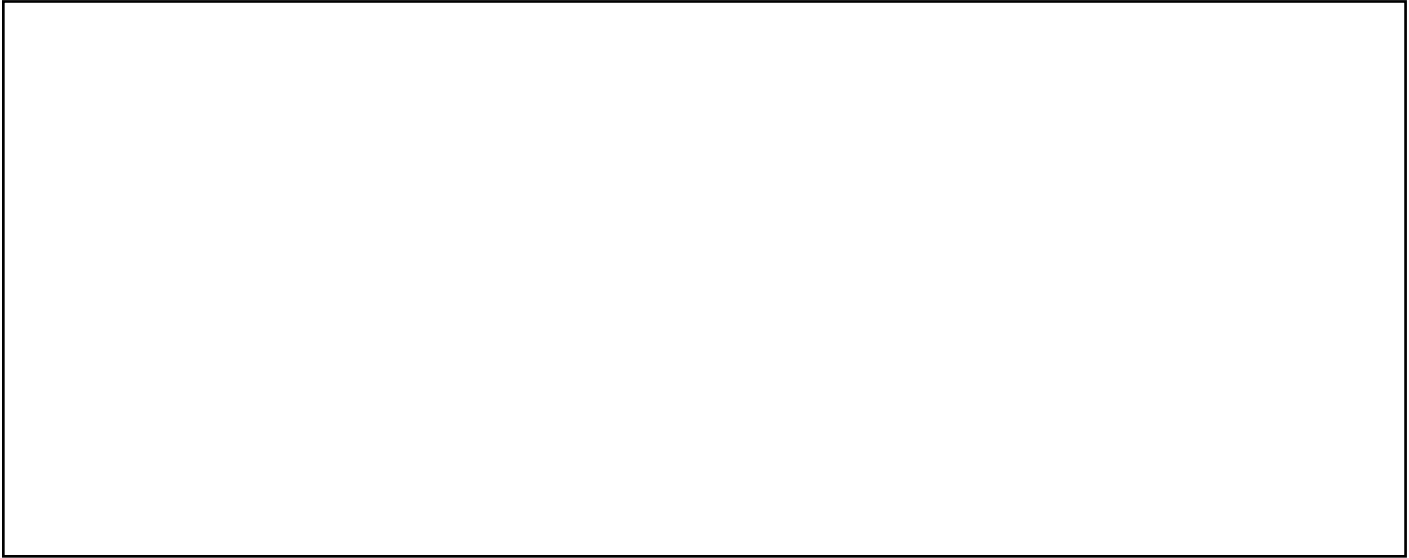
As you begin this work at your institution, please fill out the survey below in collaboration with your collections team to determine the relevant objects that your educators will use to connect lesson material to your collections.

SPACES AND OBJECTS RELATED TO FOOD

Dining areas, menu, cooking areas, recipes, cooking or eating utensils

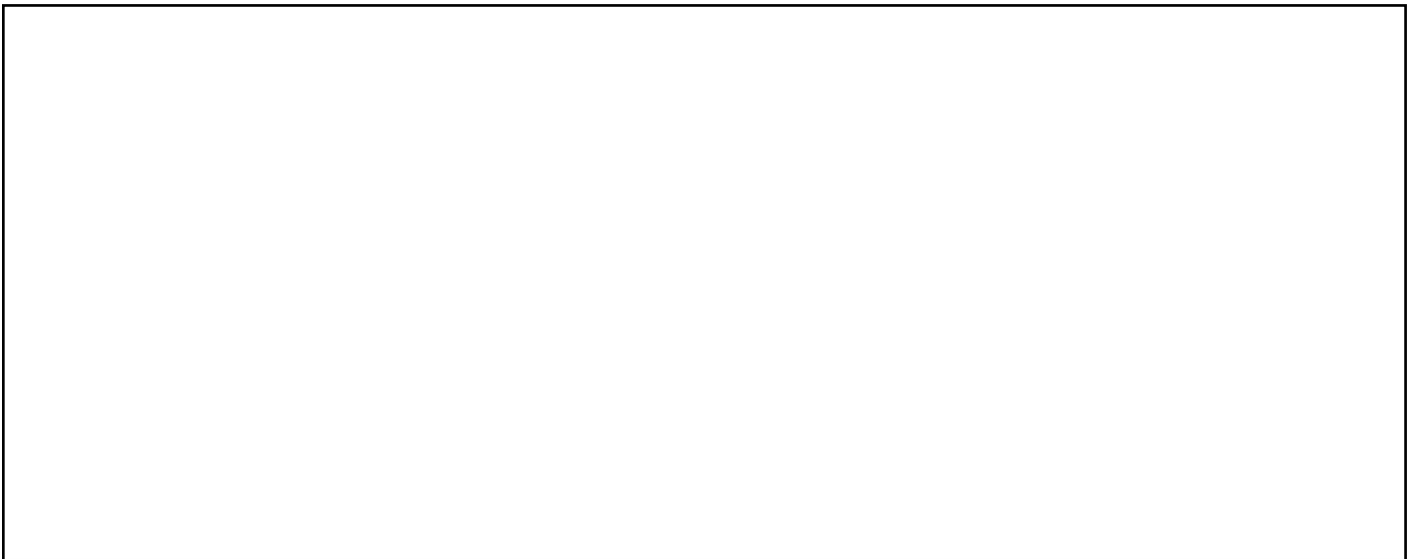
SPACES AND OBJECTS RELATED TO ACTIVITIES THAT BRING THE COMMUNITY TOGETHER

Parlor, dining area, musical instrument, card table, images depicting discussion or leisure



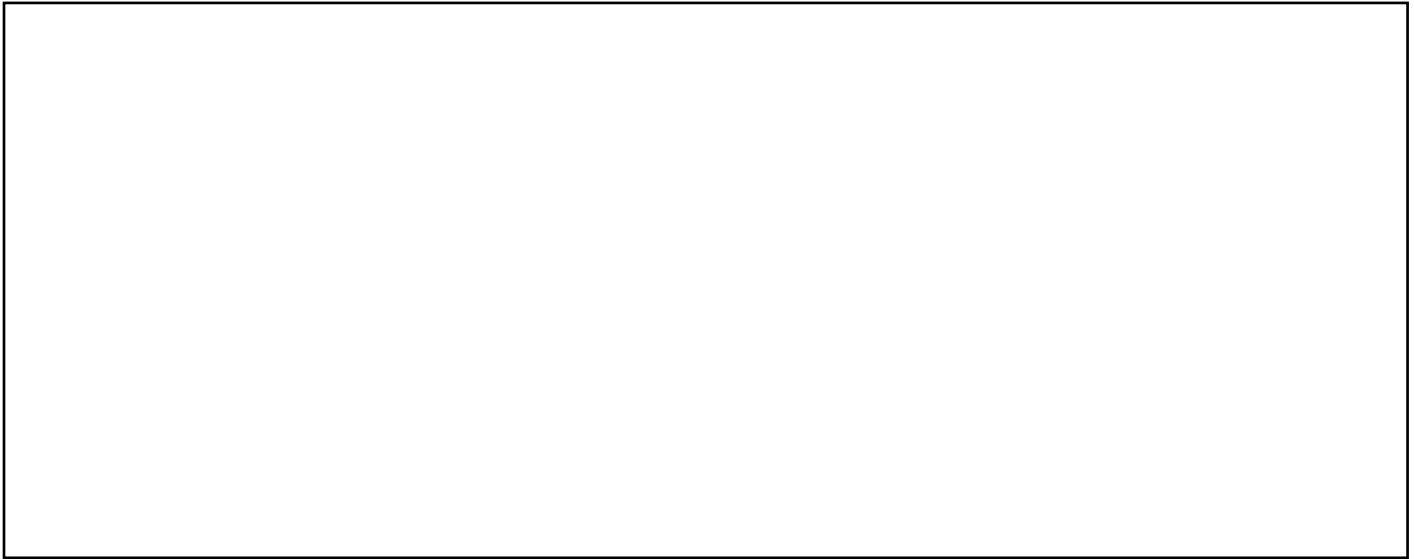
**SPACES AND OBJECTS RELATED TO VARIOUS JOBS OR ROLES FOR
COMMUNITY MEMBERS CONNECTED TO THE HISTORIC SITE.**

Clothing, tools of the trade, images of community members working together or individually to support community



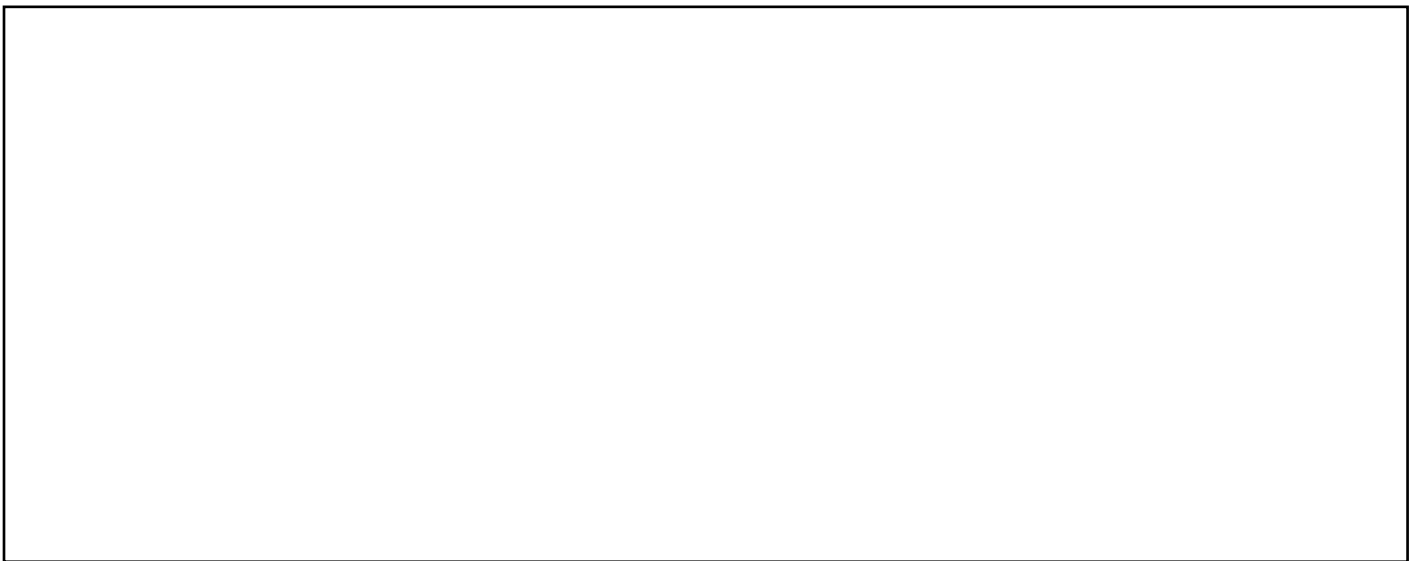
OBJECTS RELATED TO CELEBRATION OR TRADITIONS

Certificates, foods, menus, costumes



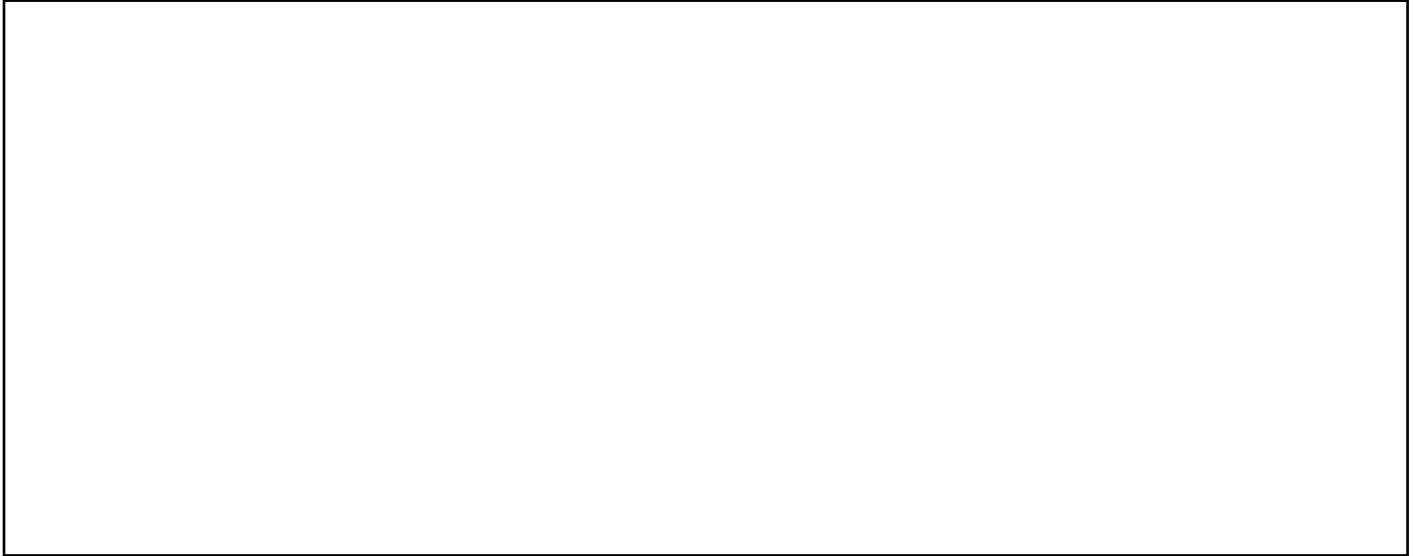
WRITTEN DOCUMENT OR IMAGE SHOWING EXPECTATIONS OR IDEAL CHARACTERISTICS OF COMMUNITY MEMBERS

Set of laws, codes, rulebooks, fables



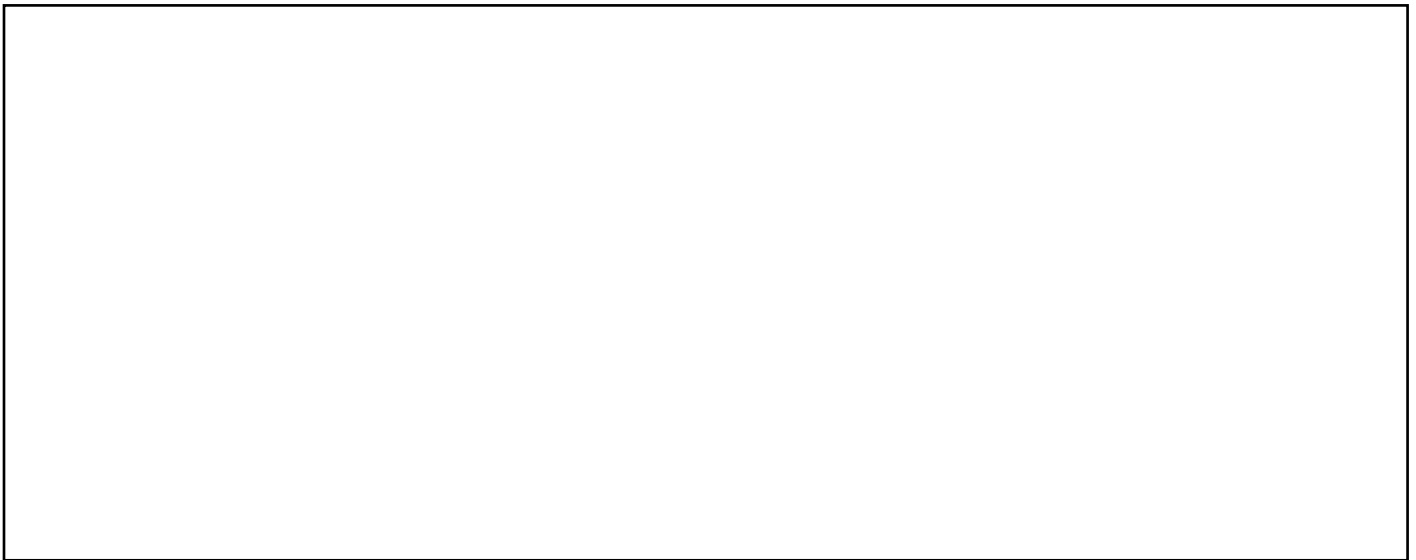
**IMAGE OR DOCUMENTS SHARING ORIGINS OF COMMUNITY MEMBERS,
ARRIVAL TO COMMUNITY, OR INTERACTIONS WITH OTHER COMMUNITIES**

Artwork, journal entries highlighting account, photographs



**OBJECTS, ARTWORK, AND EXHIBITIONS RELATED TO ACTIONS THAT INDIVIDUALS
TOOK TO MAKE CHANGE IN THEIR COMMUNITIES**

Demonstrations, posters, pamphlets, headlines, articles, artwork related to fighting for change



PROGRAM OVERVIEW



OVERVIEW

This activity is geared toward K-5 teachers at the school your museum or historic site will work with as part of the Educating for American Democracy program.

The Exploring Civics through Historic Spaces curriculum is designed to engage students in grades 1-5 with the concept of how change occurs in a community through the actions of groups and/or individuals.

Students build a trusting relationship with a cultural institution to encourage further civic learning. While the lessons and activities in the curriculum are designed to engage students in this work, students should also explore these themes throughout the year.

This lesson is designed for the teachers at an institution's partner school with the goal of familiarizing them with the Educating for American Democracy (EAD) Roadmap, the partnership program with the school, and ways to implement the Roadmap outside of the program.

OBJECTIVE: Teachers will be able to identify goals of the EAD program and make connections between EAD themes and content taught throughout the school year.

MATERIALS

- Copy of [Pedagogy Companion](#) for each grade leader (optional- available online)
- Large printout or poster of a World Map
- Red and blue Sharpies or red/blue dot stickers
- Copy of Driving Questions to share with each teacher

PROCEDURE

1. INTRODUCTION (10 MIN)

As participants enter the learning space and get settled- Welcome teachers and introduce yourself briefly. Direct attention to the poster of the World Map.

Direct teachers to place a RED dot on the map where they are originally from and place a BLUE dot where their ancestors are from if they know it (can be multiple BLUE dots).

Formally introduce yourself and your institution to the group. Share that your organization will work with their school to discuss civics with students with a focus on community and the many identities that make up our communities.

Invite teachers to examine the map and share what they notice.

- Are there patterns or particular groupings?
- Are there areas with no dots?

Make connections to where you see representation:

- Who is represented in this room?
- Who is not?

This map shows us that we may come from different places and all have our own perspectives that we are bringing into the learning space. It is also important to acknowledge that some perspectives are absent.

This map has us thinking about certain identities, but there are many more identities that are represented and not represented in this room. Some identities are invisible, and/or we do not know without a person telling us. Discuss how this might impact students.

2. PROGRAM OVERVIEW (20 MIN)

Share that you are discussing identity because you are connected to a museum/historic site that also represents individuals from multiple places and identities coming together to form a community.

Students will learn about how these individuals interacted with each other. They will discuss how individuals or groups made efforts to make change when needed and explore how change takes place in a community through the actions of groups and individuals.

Provide the mission of your institution, information about the community/communities that will be focused on during the program, and share how who we see in the community at any given time is impacted by policies and practices in the larger community during that era.

Provide a brief overview of **Educating for American Democracy**.

[Educating for American Democracy](#) is a diverse and cross-ideological group of scholars and educators who created guidance and an inquiry framework to transform the teaching of history and civics to meet the needs of a diverse 21st-century K-12 student body.

Educating for American Democracy has designed a framework for excellence in history and civics for all learners that is organized by major themes and questions supported by key concepts.

This framework is designed around seven (7) themes and five (5) Design Challenges. Each theme has driving questions to explore with grades K-12, and the framework has pedagogical principles for how educators can approach the teaching of the EAD roadmap.

Provide an **overview of the work** you will be doing with the students at the school.

Your historic site will be working through a framework for museums/historic sites to engage students in civics learning through the lens of the communities connected to each site.

Students will connect to their own communities by learning about the communities connected to each site, policies and practices that impacted those community members, and how community members went about making change when they felt like the systems did not support the needs of all community members.

Students will explore how change takes place in a community through the actions of groups and individuals, and they will build a relationship with a cultural institution to encourage further civic learning in the future.

Review the [EAD Pedagogical Principles](#). The work done in this series and the lessons designed focus primarily on **Growth Mindset and Capacity Building and Inquiry as the Primary Mode for Learning**.

Participants briefly turn-and-talk to discuss what these **two primary principles*** may look like in their classroom practice.

- Excellence for All—*teachers commit to learn about and teach full and multifaceted history and civic narratives.*
- ***Growth Mindset and Capacity Building**—*teachers have a growth mindset for themselves and their students, meaning they engage in continuous self-reflection and cultivate self-knowledge.*
- Building an EAD-Ready Classroom and School—*teachers cultivate and sustain a learning environment by partnering with administrators, students, and families to conduct a deep inquiry about the multifaceted stories of American constitutional democracy.*
- ***Inquiry as the Primary Mode for Learning**—*teachers cultivate students' capacity to develop their own deep and critical inquiries about American history and civic life, and their identities and communities.*

- Practice of Constitutional Democracy and Student Agency—*teachers use their content knowledge and classroom leadership to model our constitutional principle of “We the People” through democratic practices and promoting civic responsibilities, civil rights, and civic friendship in their classrooms.*
- Assess, Reflect, and Improve—*teachers use assessments as a tool to ensure all students understand civics content and concepts and apply civic skills and agency.*

Share a list of the [seven themes](#) from the Educating for American Democracy Roadmap and share that this program will focus on the themes in bold.

- **Civic Participation**

- **Our Changing Landscapes**

- **We the People**

- A New Government and Constitution

- **Institutional & Social Transformation- A Series of Refounding?**

- A People in the World

- **Contemporary Debates & Possibilities**

3. GROUP DISCUSSION (15 MIN)

Have teachers discuss the following questions in small groups:

- What different perspectives are there on the changes to the land we inhabit, and on the benefits and costs of those changes?

Facilitate a Whole Group discussion once small groups are done.

4. GRADE BAND CONVERSATIONS (15 MIN)

Have teachers form groups with teachers that teach the same grade level. Let them know that they will take a look at the driving questions that will be explored with their students over the course of the program.

In their small groups, teachers should review Driving Questions and answer the following:

- How do you already touch on these Driving Questions in your classroom?
- How could these Driving Questions be incorporated throughout the year within your existing curriculum?
- What connections do you see between the Driving Questions?
- Which Driving Questions do you want to explore further with colleagues and/or students?

Have smaller groups share responses to some of the questions with the larger group.

5. WRAP-UP (15 MIN)

Share program outline, museum visit dates and school visit dates with teachers so they have the topics and dates in their records. Provide space for questions that teachers may have.

APPENDIX: DRIVING QUESTIONS

DRIVING QUESTIONS FOCUSED ON FROM [EDUCATING FOR DEMOCRACY ROADMAP](#)

Think about how you can make connections to these questions throughout the school year!

GRADE 1

- How do people describe who they are?
- How do I describe who I am?
- How have people made our community better?
- What is a community?
- How do communities change?
- How and why do people live together?
- How am I part of a community?
- 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.)?
- How do people become a community?

GRADE 2

- What is a community?
- What does it mean to be a part of a group?
- When/how do we speak up about something?
- How do people describe who they are?
- How do I describe who I am?
- How have people made our community better?
- How do communities change?
- How and why do people live together?
- How am I part of a community?
- 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.)?
- Why do we have rules?
- How does a community decide on its rules?
- Who gets to make rules?

APPENDIX: DRIVING QUESTIONS

GRADE 2 CONT.

- What makes a “good” rule?
- Why do we need to know about the past?
- How do we react to changes to our community?
- Why do people sometimes want to change the rules?
- 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?

GRADE 3

- How did different groups of people understand and express their connections to the land?
- What are the institutional and non-institutional ways that people have made changes to society?
- How have nations cooperated in the past? What are the costs and benefits of cooperation?
- What have nations had conflict over in the past? What were the consequences of these conflicts?
- How do we work with and against other nations?
- How has the concept of what it means to be a “people” changed over time?

GRADES 4 AND 5

- Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?
- Why might you question decisions that are made for/in your community?
- How has the U.S. population changed over time?
- How have push-pull factors changed the U.S. population over time?
- How have different groups (e.g., religion, race, ethnicity) shaped our society?
- How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?
- How have people improved U.S. society over time?
- How have Americans resisted or reacted to the expansion of rights and citizenship claims?
- What are the institutional and non-institutional ways that people have made changes to society?
- How do we evaluate and reflect on the actions of people in the past?
- How do we acknowledge the failures and accomplishments of people and leaders while respecting their humanity?
- How can we assess and challenge leaders when we see the need for change?

Driving Questions Exploration

GRADE LEVEL:

How do you already touch on these Driving Questions in your classroom?	How could these Driving Questions be incorporated throughout the year within your existing curriculum?
What connections do you see between the Driving Questions?	Which Driving Questions do you want to explore further with colleagues and/or students?

EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

FIRST GRADE

60 minutes

WHAT IS COMMUNITY?



OVERVIEW

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

How did community members create a home at the historic site/museum? Students will explore how community members established a sense of belonging at the historic site/museum.

They will examine the traditions and practices that contributed to this feeling of home and compare these aspects to their own experiences in their communities. Additionally, students will discuss the challenges of joining a new community and reflect on what elements make them feel at home in their own communities.

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 or card table)
- Various jobs or roles for community members connected to the historic site. (Clothing, tools of the trade etc.)

- Paper
- Coloring materials
- “What would you bring?” objects printed on cardstock and cut into separate cards

LEAD DRIVING QUESTIONS

Civic Participation

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)

Ask students to define “community.”

- 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 their community, either at home, school or other community spaces.

2. INVESTIGATION (40 MIN)

Introduce students to your historic site/museum using an object in your collection. If applicable, let students know how the historic site/museum was founded, how many people lived there and why people started to come together in that area. The community members had many needs, just like the people who live in our communities.

- What things might you need to live in a community?
- What would you want to have with you if you were moving to a new place?
- 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 the 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 community members’ original communities or cultures?

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 (eg. parlor, dining area, musical instrument or card table).

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators used a model of the aircraft carrier *Intrepid* on the initial deck of the ship to illustrate it’s size. We call it a ship instead of a boat due to how large it is.

Educators asked students to point out what they see on the top of the model (planes/aircraft). The ship they were inside, *Intrepid*, carried aircraft from one place to another, which is why we call it an aircraft carrier.

Sailors nicknamed *Intrepid* a “city at sea” because it carried 3,000 men for 6-9 months at a time - that is almost a school year!

Educators asked:

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

Ask the following:

- How might this area have helped those who lived here become closer as members of a community?
- What activities do you like to do outside of school? Does the activity 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 students explore the aspects of one of these jobs.

Ask the following:

- What uniforms do people wear in your community which show what jobs they have?

3. ACTIVITY (10 MIN)

Use “What would you bring?” cards to facilitate a conversation about how students would feel at home if they were to join the community connected to the historic site/museum.

This can be done during the program or at the end. Make connections to the limitations new community members may have had when considering what they might have brought with them.

Spread out cards on the floor or a bench. Ask students which of the items they would take with them if they could only bring three.

Ask students:

- If you were coming to live in this community for an entire school year, what three things would you bring with you to make you feel at home?
- What if you could only choose two objects? What if you could only choose one? Why?

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 was a major way that the Navy made sailors feel at home on board. Navy cooks chose recipes from around the country to cater to the wants and needs of sailors.

The enlisted mess could be decorated to reflect an area of the country or a significant culture.

Educators asked:

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

Museum Educators brought students to an enlisted berthing, or sleeping area, for general sailors. Many enlisted men would share one room on bunk beds. Only the most important officers had their own rooms.

Educators asked:

- How might sailors have formed a sense of community in their berthing areas?

4. ASSESSMENT QUESTIONS (5 MIN)

Before the group leaves the historic site/museum space, ask students:

- What is a community?
- What is one community you are a part of?
- What might be a challenge of joining a new community?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared that everyone on *Intrepid* had a job. Some sailors worked on the flight deck and wore special colored shirts so everyone knew what job they did.

Educators also asked the following and discussed answers with students:

- Who steers the ship?
- Who flies aircraft?

Educators then brought students to the anchor chain room and shared that sailors would be responsible for raising and lowering the ship's anchor when it was time to dock or set sail again. Educators asked students to attempt to lift the chain and had students explore the space to determine how the chain was lifted.

Museum Educators shared that *Intrepid's* community worked to make sailors feel at home even when they were out to sea for up to 9 months at a time.

Educators asked:

- If you were coming aboard *Intrepid* for an entire school year, what three things would you bring with you to make you feel at home?



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.



APPENDIX:
WHAT WOULD YOU BRING?

RADIO



BOOKS



VIDEO GAMES



TSHIRTS



FAMILY PHOTO



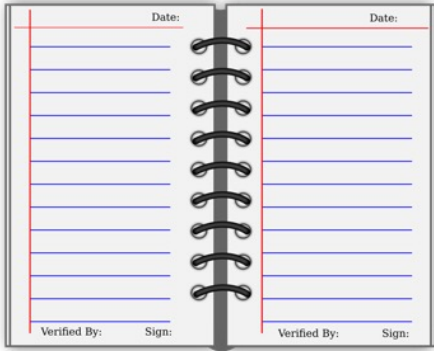
HATS



APPENDIX:

WHAT WOULD YOU BRING?

NOTEBOOK



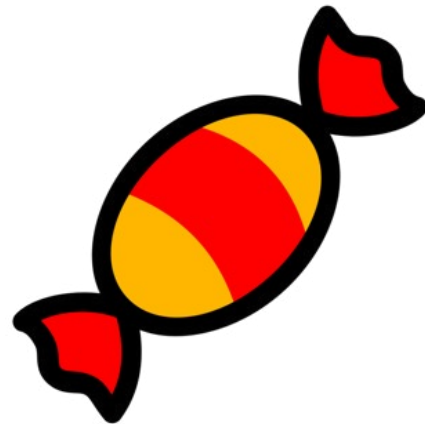
UNIFORM, SHIRT AND PANTS



DRESSES



CANDY



MUSICAL INSTRUMENT



STUFFED ANIMAL



APPENDIX:
WHAT WOULD YOU BRING?

TOOTHBRUSH



TOYS



PAJAMAS



SHOES



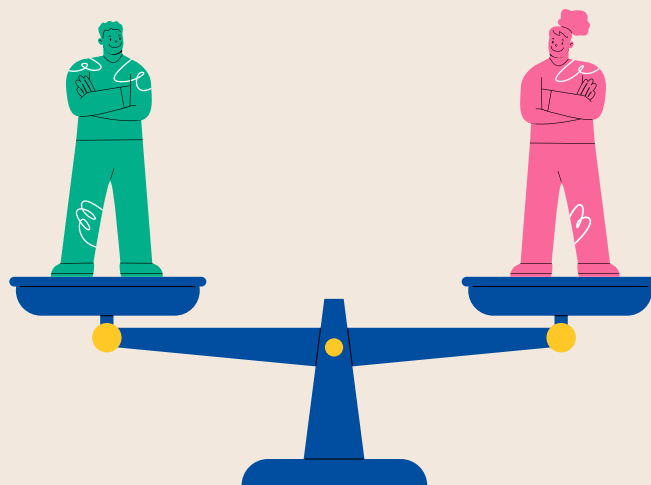
EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

FIRST GRADE

50 minutes

SIMILARITIES AND DIFFERENCES



OVERVIEW

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

A community is made up of individuals who have their own individual story which allows them to bring something special to the group.

In this activity, students will learn about where some of the community members at the historic site/museum came from and share information about their own families. Participants will discuss similarities and differences and share how they are part of a community even if they might come from different backgrounds than others.

OBJECTIVE:

Students will be able to identify three ways they are similar to and different from their classmates.

MATERIALS

■ PRIMARY SOURCE FOCUS

Spaces and objects related to:

- Image or document sharing origins of community members or arrival to community

■ *Optional: signs to signal each option in "This or That"*

LEAD DRIVING QUESTIONS

Civic Participation

HDQ1.1

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

CDQ1.1

- What does it mean to be a part of a group?

We the People

CDQ 3.1

Our Changing Landscape

CDQ2.1

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

PROCEDURE

1. INTRODUCTION (5 MIN)

Review the definition of “community” and significant communities in students’ lives.

- What communities are you a part of?
- What people are in your family? Your school? Your neighborhood?
- Which people can you find in the community connected to the historic site?

2. INVESTIGATION (40 MIN)

Share a primary source with students that shares the origins of community members or community members arriving at the historic site/museum for the first time.

Ask:

- What places are these community members coming from?
- Were all of the community members from the same place?
- Are any of your family members from a different state? A different country? If so, who and where?

Discuss where members of the school community may have come from. Students may have moved from a different school, city, state or country.

Share that the community connected to the historic site/museum was made up of people of different backgrounds, interests, and beliefs.

- How is your school community like the community at the historic site/museum?

Specify that students are sharing what is “similar” between their communities and the historic site/museum. When people share what is similar, they are sharing how things are the same. This vocabulary may be new for students.

Share the different times community members came to the historic site/museum and, if known, the ages they arrived.

- Did everyone in your school or class community arrive at the same time?
- Has everyone in your class lived in the same neighborhood community their entire life?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators had students watch a video sharing origin stories of crew members of the USS *Growler* and USS *Intrepid*.

Educators asked students to remember two places that the sailors mention in the video and recorded these on the board.

Educators asked:

- What places did you hear mentioned in the video?
- Were all of *Intrepid*’s sailors from the same place?
- Are any of your family members from a different state? A different country?

At PS 51, many students recently immigrated from Latin America, specifically Venezuela, Ecuador and Colombia. This was an opportunity to point out that not all of the school community came from the same place.

Museum Educators shared how members of *Intrepid*’s community joined at different times. Some when they were 17-years old, some when they were 30-years old.

3. ACTIVITY (15 MIN)

Play “This or That.” If there is physical space, assign a choice to each side of the classroom/hallway. Students will move themselves to the side they associate most with. If there is no physical space, students can raise their hands.

- Dogs vs Cats
- Summer vs Winter
- Candy vs Ice Cream
- Read a book vs Watch a Movie
- Vanilla vs Chocolate
- Dark hair vs light hair
- 6 vs 7 years old (or other ages)
- Only child vs Siblings
- First grade vs Second grade
- Live in _____ vs Live in _____

Did everyone in the class choose the same side for every category?

4. ASSESSMENT QUESTIONS (5 MIN)

Have students return to their seats and ask:

- What similarities have you noticed between members of your community? What differences?

Tell students that a community is made up of many different people with similarities and differences.

Everyone in your class, for example, is in first grade. But, you do not have all the same identities or preferences (likes and dislikes).

This is the same with any community, including the one connected to the historic site/museum. It is wonderful to have things in common with people, but you can learn many new things by talking about differences too.



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

APPENDIX: EXTENSION ACTIVITIES

PAIRS ACTIVITY

Ask students to talk to someone next to them for one minute and find one thing that is the same between them.

Avoid language like “have in common” or “similar to” without defining first. The terms “same” and “different” are familiar and a Common Core Kindergarten standard.

Prompt students to think about the clothing they are wearing, their favorites (food, color, etc) and if they stood on the same side of the room during the earlier game. Ask students to share the thing they have in common with their partner.

Ask students to talk to their partner again and find one thing that is different between them. Prompt students to think about what part of the city they live in, the activities they do outside school and if they stood on opposite sides of the room during the game.

After sharing, ask students:

- What did you learn about your partner?
- How are members of your classroom community the same? Different?

SAME & DIFFERENT

One way my partner and I are the same is . . .

One way my partner and I are different is. . .

EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

FIRST GRADE

50 minutes

LEADERS AND DECISION MAKERS



OVERVIEW

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

Who leads a community? In this activity, students discuss who is in charge in school, in the U.S. and historically in the community at the site/museum.

Participants will discuss how they can be leaders in their own community. This culminates in an activity where students illustrate a situation in which they are leaders in their own lives.

OBJECTIVE:

Students will be able to describe the important traits in a leader and the roles of leaders in their communities.

MATERIALS

- **PRIMARY SOURCE FOCUS**
 - Images depicting leaders in the community connected to the historic site/museum
- Board or chart paper
- Map of city, state, and country
- Photos of current mayor, governor, and president or other leaders in community
- Paper
- Drawing materials
- *Optional: Concentric Circles printed on cardstock*

LEAD DRIVING QUESTIONS

Civic Participation

HDQ1.1

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

CDQ1.1

- How have people made our community better?

We the People

CDQ 3.1

- How do people become a community?

PROCEDURE

1. INTRODUCTION (5 MIN)

Review which people make up a community: their families, their schools, their neighborhoods, etc.

Tell students that today you will be discussing community leaders.

- What is a leader?
- What are some examples of leaders in your community?
- Can you (students) be leaders? If so, how?

Display images of leaders connected to the historic site/museum. Students will turn and talk about who might be the leader in each photo.

- Why did you choose this person?
- What do the people in charge often have in common?
- Why do you think these people were chosen to have authority?

2. INVESTIGATION (40 MIN)

Optional: distribute attached cards, with three leaders from the historic site/museum filled in. Ask students to stack them, with the most powerful leader on the top and least on the bottom.

Share information about how leaders were selected in the community connected to the historic site/museum. If students learned about any leaders at the site/museum visit, ask what they remember.

Use a piece of chart paper to draw concentric circles. Use the circles to identify leadership hierarchies that might be present in that community: the most senior leadership in the innermost circle and the most junior in the outermost. See example below.

The concentric circles should resemble students' stacked cards.

Every community has a system of leaders put in place, including a school. Students will stack the three school leadership cards (Principal/AP, Teachers, Students), most powerful on the top, least on the bottom.

Ask students to share. As they do, write these in concentric

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared that the Navy chooses leaders based on education, age and experience. The Navy has a system of leaders who work together.

They then asked students to remember:

- Who is the leader on a ship like *Intrepid*?

Intrepid was led by a captain. However, a community as large as *Intrepid* has many leaders.

The other people in charge were called officers. Officers had more experience than the average sailor and could command their own groups.

Enlisted Sailors did not have leadership roles but could still be leaders in their own ways!

Museum Educators made a graphic organizer using concentric shapes: Captain in the center, Officers in the next ring, and Sailors in the outer ring.

circles: Principal/Assistant Principal in the center, Teachers in the next ring and Students in the outer ring. Ask students to share any other school community members that may fit in these categories.

- How do principals act as leaders in your school?
- How do teachers or school staff act as leaders in your school?
- How do students act as leaders in your school?

Both the historic site/museum and your school are within communities that also have leaders. Students will stack the three government leadership cards (President/Country, Governor/State, Mayor/City). Ask students to share their order.

As students share, write the three leadership categories in concentric circles. It may be helpful to show the city, state and country on a map as you discuss each area.

First is our **CITY** community.

- What city do we live/go to school in?

A city is led by a mayor. Show an image of the mayor in your city or town.

Our city is part of a larger community that we call a **STATE**.

- What state do we live/go to school in?

A state is led by a governor. Show an image of the governor in your state.

Each state is part of the huge community we call our **COUNTRY**.

- What is the name of the country we live in?

Our country is led by a president. Show an image of the president.

3. ACTIVITY (15 MIN)

Ask students to think about a time when they acted as a leader. Record responses on a piece of chart paper.

- How do leaders act towards other people?
- What do leaders do for their communities?
- Has there been a time you saw one of your classmates act like a leader?
- When was a time you were a leader in your community?

Students will draw a picture of themselves being a leader in their community. They can choose the community that makes the most sense to their scenario.

EXAMPLE FROM THE INTREPID MUSEUM

At the partner school Museum Educators staff worked with, many migrant students - about 40% of the recent migrant population - have come from Venezuela.

Museum educators provided space for possible discussion of leaders in USA/NYC communities versus communities where recent migrants have come from.

Most nations in Latin America have a President and Vice President, but their municipal governments vary.

Ex. Ecuador has provincial prefects rather than governors.

4. ASSESSMENT QUESTIONS (5 MIN)

Students will share their drawings and ways they can be a leader in their community.

Ask students:

- Who are the leaders in your school community?
- Who are the leaders in your city, state and country?
- How can you be a leader in your own community?



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

APPENDIX: EXTENSION ACTIVITIES

READ ALOUD

Read a book centered on a child or adult showing leadership and reflect on how the characters solve problems and lead others.

Ask students:

- How is the main character a leader in the situation?
- What traits does the main character show?

READ ALOUD SUGGESTIONS:

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:

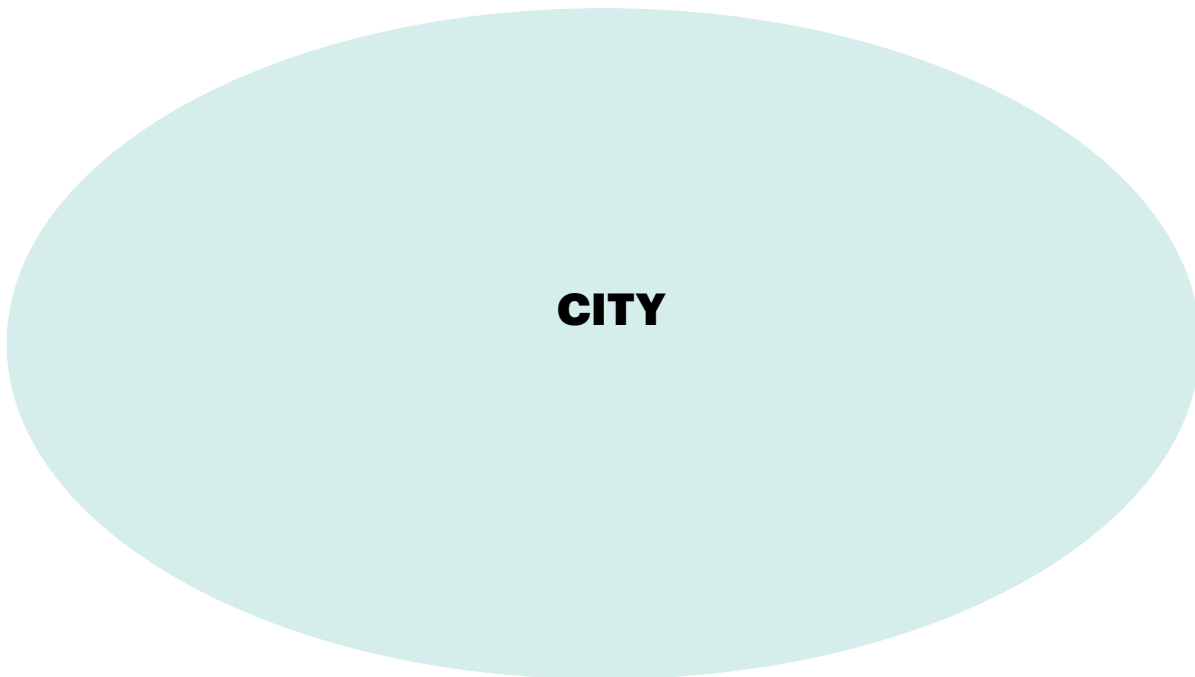
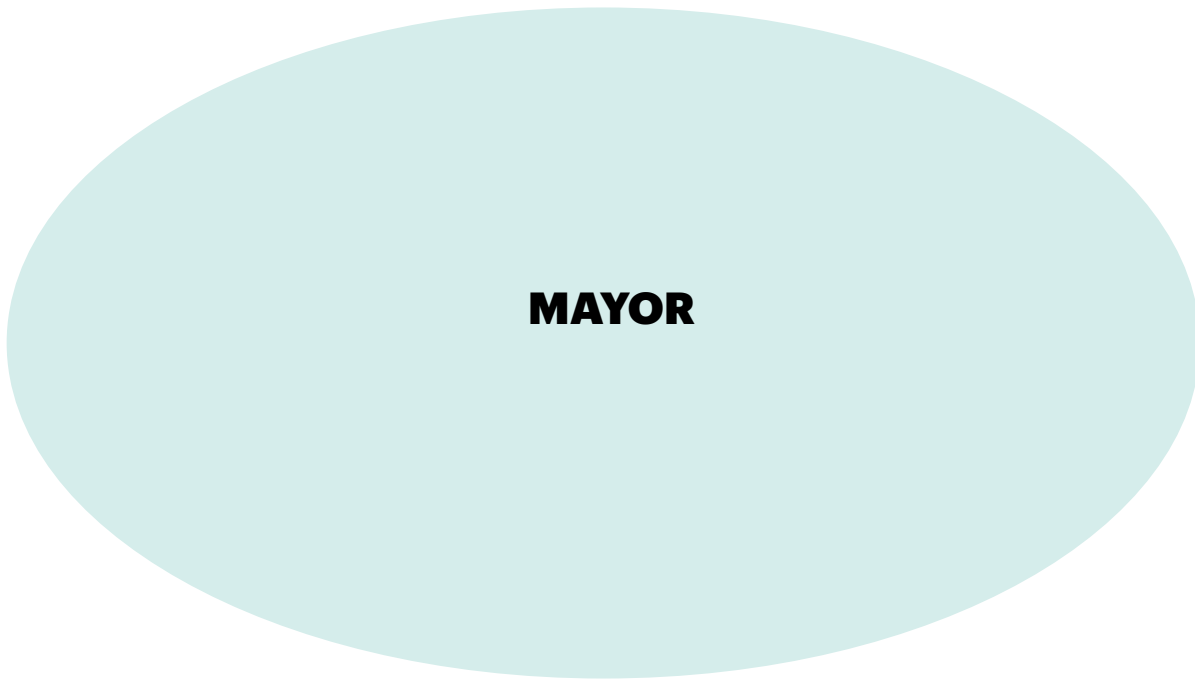
Tejedora del Arcoiris (Rainbow Weaver) by Linda Elovitz Marshall

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

APPENDIX:
ADDITIONAL RESOURCES

CONCENTRIC CIRCLES

Cut the following shapes out and have students stack them to determine the order of who might be in charge:



STUDENTS

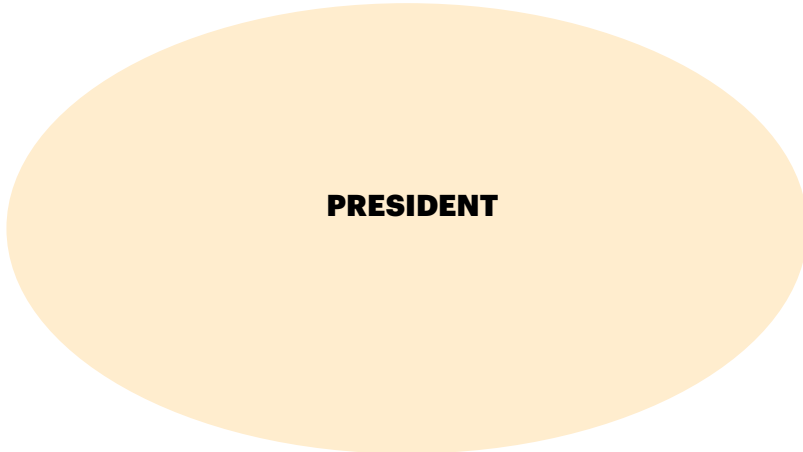
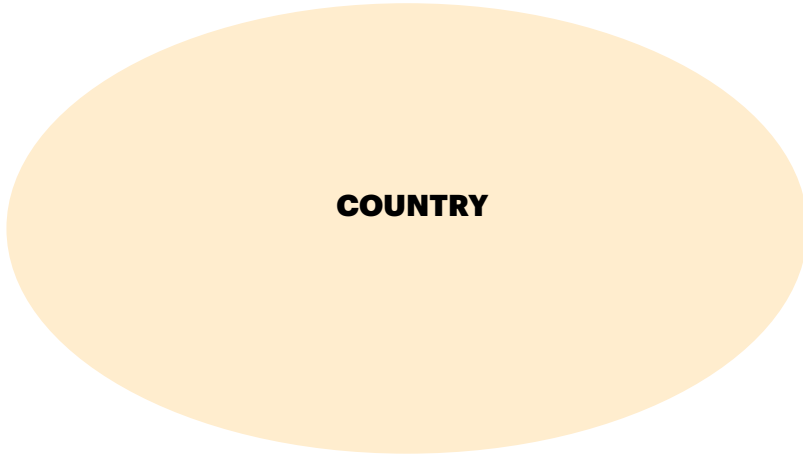
APPENDIX:
ADDITIONAL RESOURCES

GOVERNOR

STATE

TEACHER

APPENDIX:
ADDITIONAL RESOURCES



APPENDIX:
ADDITIONAL RESOURCES

**PRINCIPAL/
ASSISTANT PRINCIPAL**

EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

FIRST GRADE

50 minutes

THE FABRIC OF A COMMUNITY



OVERVIEW

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

A community is made of individuals who each have their own story and bring something special to the group. Students will discuss how individuals contribute to a larger community.

Each student will partake in a collaborative class quilt, making one individual piece and putting them together as a class to make an entire quilt.

OBJECTIVE:

Students will be able to describe positive contributions they make to their communities.

MATERIALS

■ PRIMARY SOURCE FOCUS

Images of community members working in or helping the community in various ways

- 5 inch cotton squares

- Felt squares 1 inch larger (6x6")

- Nylon string

- Fabric Markers

- Glue Gun

- Hole puncher

- *Optional: Pencils/crayons/sketch paper*

- *Optional: Example of quilt connected to historic site/museum*

EAD DRIVING QUESTIONS

Civic Participation

HDQ1.1

- How have I helped my class or family?
- How do people describe who they are?
- How do I describe who I am?
- How have people made our community better?

CDQ1.1

- What does it mean to be a part of a group?

SET UP

Use a glue gun to attach cotton to felt. Super/gorilla glue would work as well. A hole puncher (electric or standard) works to punch holes in the corners of the felt squares.

PROCEDURE

1. INTRODUCTION (5 MIN)

Review the objectives from the previous three sessions with students.

- What is a community? Who belongs in a community?
- Who leads a community?
- What communities are you a part of?

Everyone in this classroom is part of the same school community, and brings their own unique characteristics to it, just like the community members at the historic site/museum.

2. INVESTIGATION (10 MIN)

Share how community members used their special skills and knowledge to help the community as a whole. Show images of community members connected to the historic site/museum working a variety of jobs and have students identify what jobs and roles they see.

Students will turn and talk with a partner about something that makes them special.

We will make a quilt to represent our community and all of the individuals in it who make it wonderful. Use a document camera or screen to introduce students to quilts and their patterns.

Ask students what they see. Several fabric pieces combined together can form a quilt, just like how several individuals can come together to form a community. Show students the square they will be working with, including the design they will be asked to make and what the final product will look like.

3. ACTIVITY (30 MIN)

Each student will receive a felt square inlaid with a 5x5" piece of cotton fabric. Each table will receive an assortment of fabric markers.

EAD DRIVING QUESTIONS CONT.

We the People

CDQ3.1

- How do people become a community?

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.)?

CDQ1.1

Make holes in each corner of the felt squares before activity begins. In the center of the white cotton square, students will draw a picture of themselves doing something they love.

Ask students to give examples and brainstorm before they begin. They may want to sketch/draft their design on a separate piece of paper before beginning if time allows.

Educators will thread squares together using nylon string and corner holes. The squares will go together in a grid formation. If the grid is uneven, educators can add extra or ask students who are finished to decorate an extra square or teachers can decorate one.

Note: Tying the squares together can be time consuming. Students who finish early can share their designs with others at their table.

4. ASSESSMENT QUESTIONS (5 MIN)

Once all students are finished, the quilt should have a grid of everyone's faces and interests.

Ask students:

- What do you notice about our classroom quilt?
- What positive contributions to our community does our classroom quilt represent?
- How is the quilt similar to our communities?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared how *Intrepid* sailors brought their special skills and knowledge to help the ship run smoothly.

They showed photos of sailors working a variety of jobs and had students identify what roles they saw.



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.



Pier 86, W 46th St. & 12th Ave. | NYC | intrepidmuseum.org



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.

These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.



APPENDIX:
MAKE YOUR OWN WORK BADGE

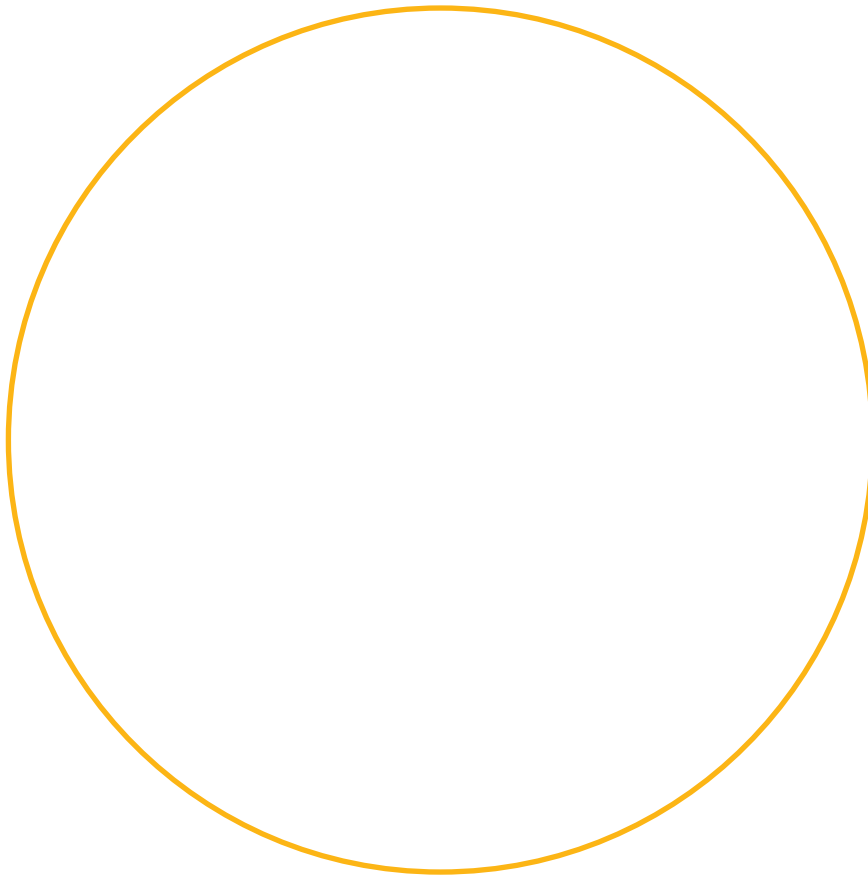
ACTIVITY: MAKE YOUR OWN WORK BADGE

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?

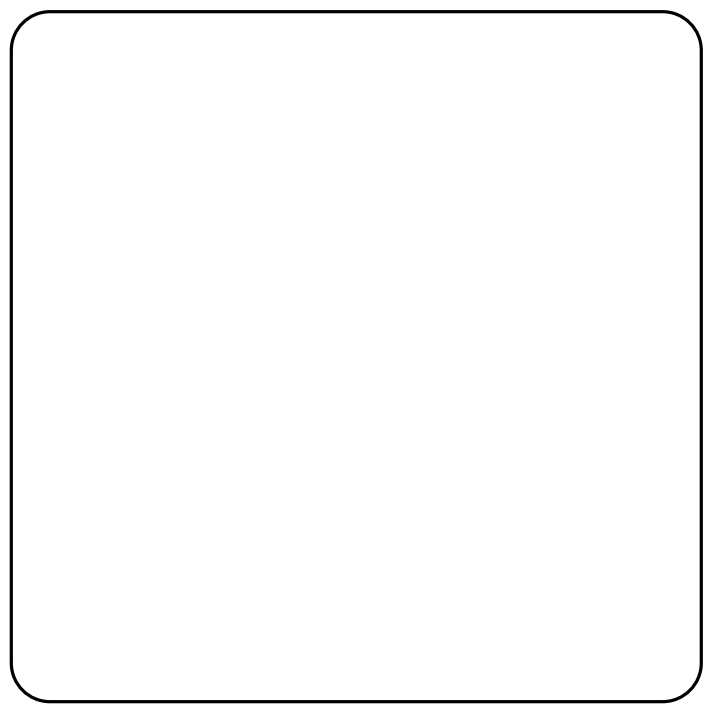
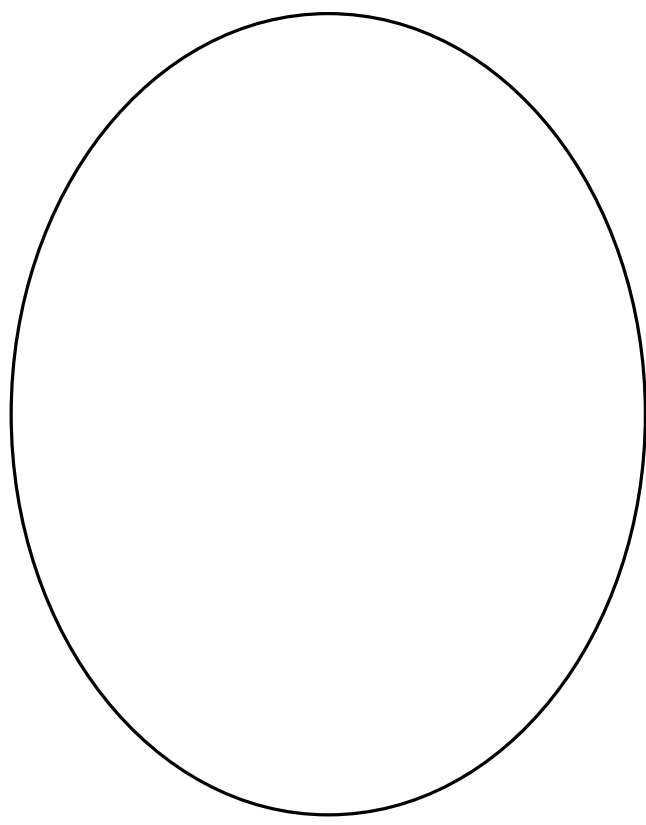
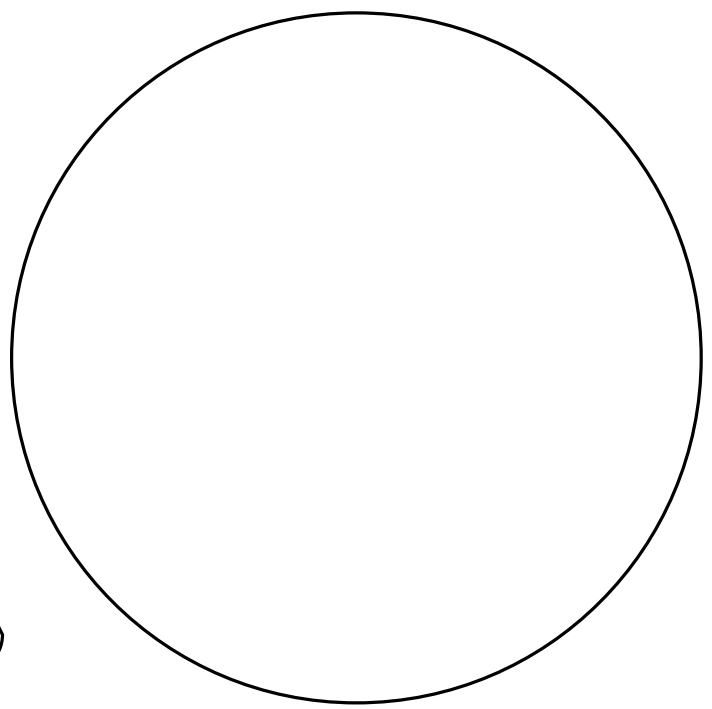
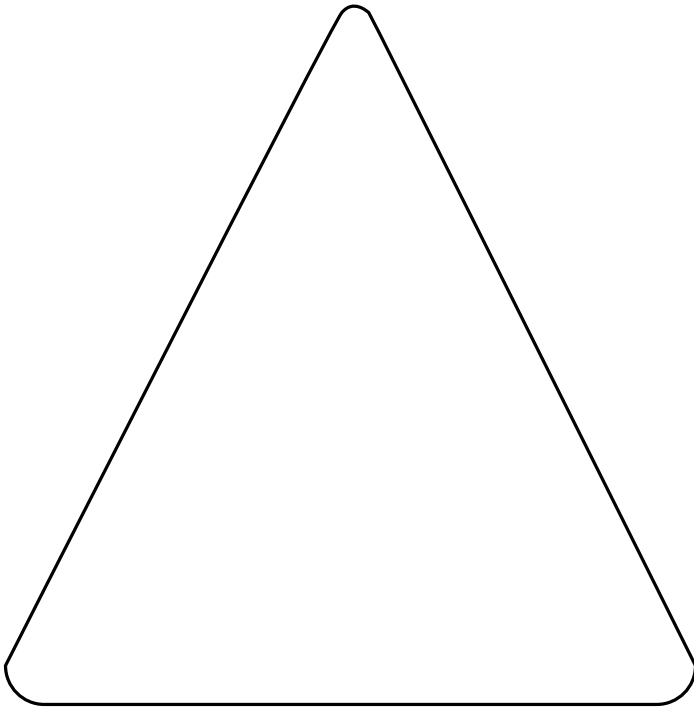
ACTIVITY: WHAT'S YOUR ROLE?

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?



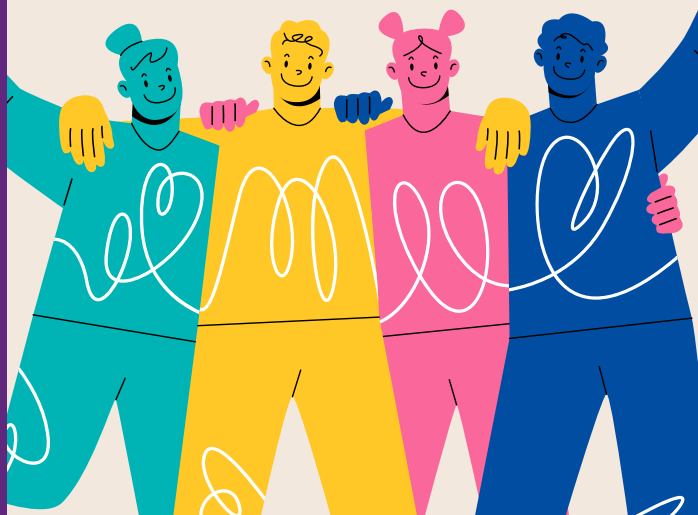
EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

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.).

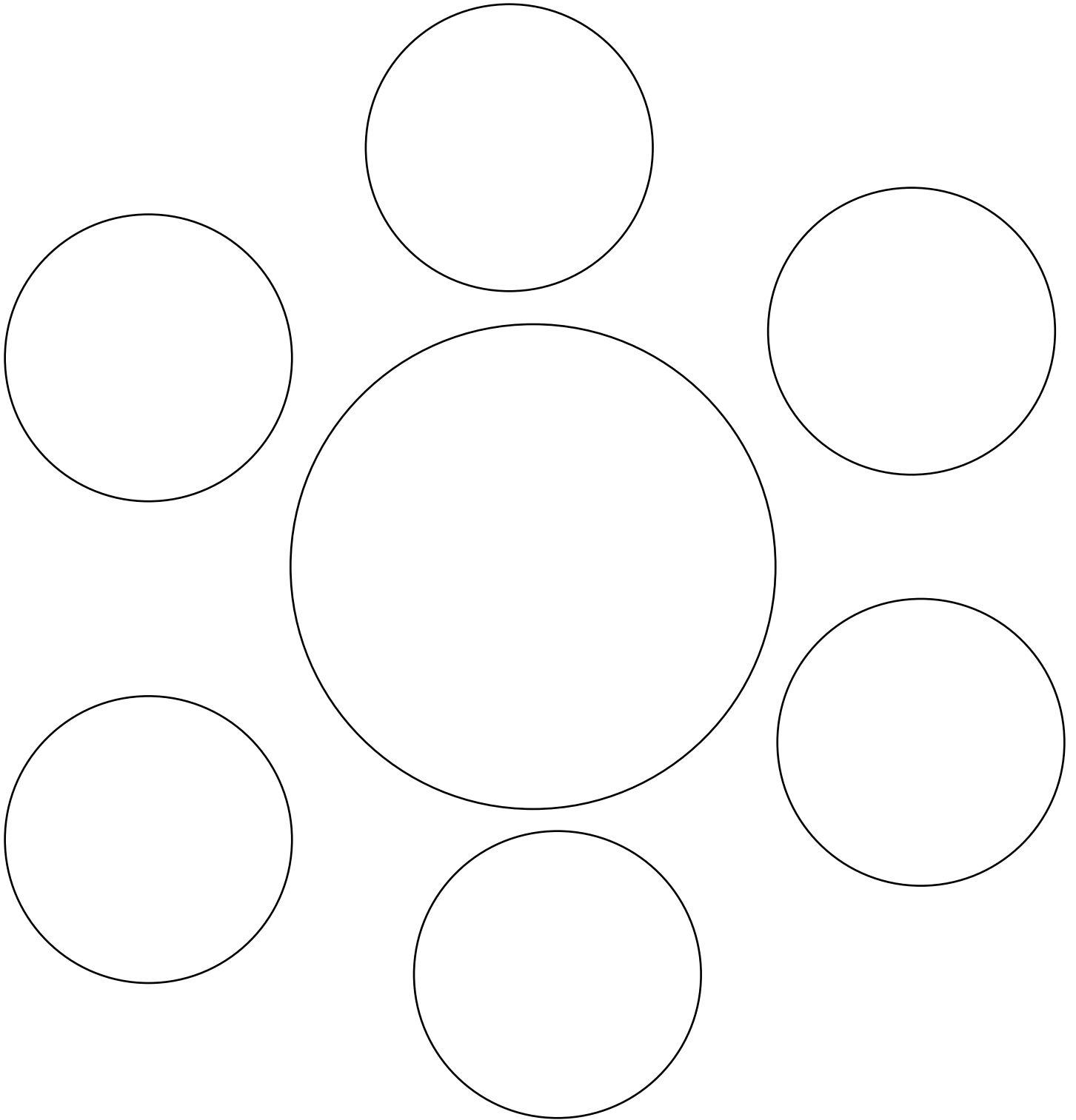
Ask students:

- What is one way you have impacted your community?



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

MY COMMUNITY & ME



EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

SECOND GRADE

50 minutes

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?



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

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?

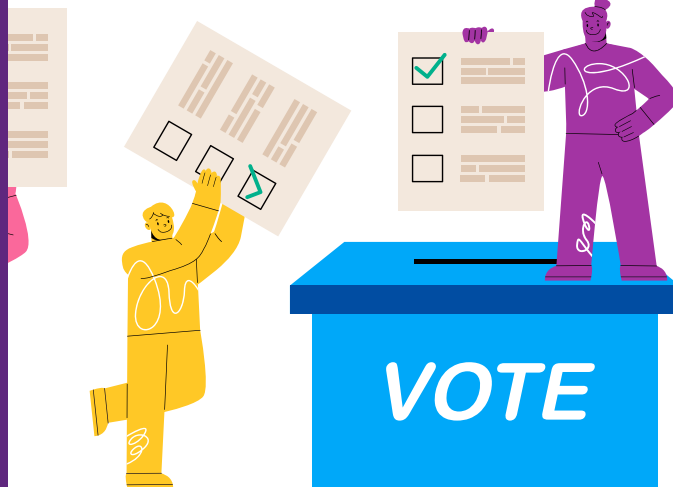
EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

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?



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

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

EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

THIRD GRADE

90 minutes

COMMUNITIES AND TRADITIONS



OVERVIEW

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

Students will learn how a sense of community was created for those connected to a historic site/museum and discuss similarities between that community and their own experiences. They will learn about traditions within a community and how communities help individuals feel welcomed.

Finally, students will explore how many communities and cultures celebrate with food and create their own “food” out of model magic that they might eat if they were part of that community.

OBJECTIVE: Students will be able to identify traditions celebrated by community members connected to the [name of historic site/museum] and share their significance.

MATERIALS

■ PRIMARY SOURCE FOCUS

Example of food eaten as part of a celebration or tradition

- Menu, recipe, artwork showcasing food or primary source discussing food or celebrations

➢ Touch object recommendations: objects related to food, celebrations and jobs within the community.

- Model magic clay or relevant art materials
- Optional: paper plates or trays

LEAD DRIVING QUESTIONS

Our Changing Landscape

HDQ2.2

- How did different groups of people understand and express their connections to the land?

PROCEDURE

1. INTRODUCTION (5 MIN)

Ask students to define “community.”

- 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 (30-45 MIN)

Introduce students to the historic site/museum space using an object in the collection. Let students know how the historic site/museum was founded, how many people lived there, and how people came to live together in that area. The community members at the historic site/museum had many needs, just like the members of your community have many needs.

- What things might you need in a community of this size?
- 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?

Bring students to a space connected to food or display collection items/touch objects (Dining areas, cooking areas, recipes, cooking or eating utensils).

Ask students:

- What do you think this space/object was used for?
- How is it similar to spaces/objects in your own home or community?
- How is the space or object designed? Why do you think it is designed this way?

Share recipes that might have been cooked or eaten in this space. Share what food was served for specific celebrations.

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators defined an aircraft carrier with students and shared how some called the aircraft carrier *Intrepid* a “city at sea” because it carried 3,000 men for 6-9 months at a time. Almost an entire school year!

Feeding that many men was a huge undertaking, but food was a major way that the Navy made sailors feel at home onboard.

Navy cooks chose recipes from around the country to cater to the wants and needs of sailors from every state and even other nations.

The eating area could be decorated to reflect an area of the country or a significant culture. The area students discussed had a Western theme!

Ask students:

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

Eating a specific food to celebrate an occasion can be a tradition, belief, or custom handed down from one generation to another. These traditions may take place each time we celebrate a holiday, milestone, or other celebration. Have the group turn and talk about any traditions their families might have.

- A possible sentence starter could be, "Every _____, my family eats _____."

OPTIONAL:

Show a sleeping space (or other living area) at the historic site.

- *How is this space similar or different to your own sleeping area at home?*

Bring students to a space connected to a specific job. Discuss what individuals wore as they performed the job you are focusing on.

- *Why was this job important for the community?*
- *What goods or services does the job provide? How do those goods or services support the community?*
- *What special uniforms do people wear in your community?*

Bring students to a recreational space where community members relax, play games, or entertain. Discuss what takes place in that space with students.

- *What activities do you like to do when you are not at school?*
- *Where do you do these activities?*
- *What might your community be like without these spaces?*
- *Who do you enjoy spending time with when you are not at school?*
- *Why is it important to enjoy activities like this with people in your community?*

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators showed students a menu for Thanksgiving onboard the ship. Educators allowed students to select food off the menu that they would enjoy eating. Educators emphasized that the ship's kitchen wanted to make as many people as possible feel at home. Food is a big way to do that.

Museum Educators brought students to the aircraft elevator and shared its dual use as a functional elevator and a space for sailors to hang out, play sports, and have celebrations.

Educators emphasized the importance of sailors having a place to relax when they had a break from the difficult and often stressful work they performed on the ship.

3. ACTIVITY (25-40 MIN)

Bring students to a classroom space. Share a particular celebration or tradition that may be unique or very important to the community at the historic site/museum.

Have students look through primary sources related to that celebration and have students take part in an art activity where they create food out of model magic. If food is not relevant to the celebration you are discussing, have students take part in art activities, like making cards or creating decorations for the occasion.

4. ASSESSMENT QUESTIONS (5 MIN)

Students will share their creations. **Ask:**

- What traditions or celebrations are important to your community?
- What traditions or celebrations were important to the community at the historic site/museum?
- How did community members at the historic site/museum celebrate their traditions (foods, decorations, clothing, etc)?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators told students about the “Crossing the Line” ceremony, which was celebrated every time the ship crossed the equator.

During “Crossing the Line,” sailors who had never crossed the equator before (“polliwogs”) dressed up in silly outfits, ate goofy foods, and had to do challenges.

After the ceremony, they became shellbacks.

Educators asked:

- Does your family or community have any silly traditions?
- Do you ever dress up in costume for a special occasion?

Museum Educators had students look at the menu of food served for sailors who had previously crossed the equator, which included foods like steak, chocolate cake and french fries.

Students then looked at food served for the “polliwogs,” which was identified as boiled seaweed with sowbelly, fisheye pudding, and jellyfish sandwiches.

Students then received a recipe worksheet and created their own menu items for a Crossing the Line ceremony, combining one silly food with one common food to make a polliwog food. They received one pack of model magic and sculpted their new foods.

These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.



Pier 86, W 46th St. & 12th Ave. | NYC | intrepidmuseum.org



EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

THIRD GRADE

50 minutes

COMMUNITY VALUES



OVERVIEW

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

Students will learn how a sense of community was created for those connected to a historic site/museum and discuss similarities between that community and their own experiences. They will learn about traditions within a community and how communities help individuals feel welcomed.

Finally, students will explore how many communities and cultures celebrate with food and create their own “food” out of model magic that they might eat if they were part of that community.

OBJECTIVE: Students will be able to identify traditions celebrated by community members connected to the [name of historic site/museum] and share their significance.

MATERIALS

■ PRIMARY SOURCE FOCUS

Example of food eaten as part of a celebration or tradition

- Menu, recipe, artwork showcasing food or primary source discussing food or celebrations

➤ Touch object recommendations: objects related to food, celebrations and jobs within the community.

■ Model magic clay or relevant art materials

■ Optional: paper plates or trays

EAD DRIVING QUESTIONS

Our Changing Landscape

HDQ2.2

- How did different groups of people understand and express their connections to the land?

PROCEDURE

1. INTRODUCTION (5 MIN)

Review the definition of community.

- What people make up your communities?
- Your family? School? Neighborhood?

Ask students if they have ever made an agreement relating to how they should behave in their community. Their class, for example, may have a list of expectations or agreements for each student.

- What behavior is expected of you in your classroom community?
- How do you know what your classroom expectations are?

2. INVESTIGATION (20 MIN)

Share a primary source that shares expectations of community members at the historic site/museum, whether that is a poster, set of rules, job posting, fable, or poem.

Ask:

- What qualities are described in this source?
- Why would the community want their members to behave this way?
- How could a member show this quality?
- Who does this list not describe?

Share, if applicable, how the policies and practices of the time of the primary source impacted who had influence in the community represented. The qualities identified in the primary source may not have had specific identities in mind.

Ask students:

- Is there anything you would add to this list of qualities to make it welcoming to more people?
- How could the creator of this primary source make this more applicable to everyone?

3. ACTIVITY (20 MIN)

Pass out worksheets and writing utensils. With their tables, ask students to develop a list of "Qualities of a Great Student." Students may write or draw the qualities.

- What makes a good member of your school community?
- What expectations does the school have for students and staff?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared "The Bluejackets' Manual" with students. The Bluejackets' Manual is the U.S. Navy's introductory book of rules and regulations.

In the World War II era, it included a list of "Qualities of a Good Navy Man." This list reflected a sailor's expected demeanor and work ethic while in the service.

Students read the qualities together and educators asked:

- What does this quality mean?
- Why would the Navy want their sailors to behave this way?
- How could a sailor show this quality?
- Who is this list not describing?

One of the qualities is "be cheerful."

- Do we always have to be cheerful and happy to be successful?
- Why do you think the Navy included this quality in their list?

After 10 minutes, ask students to share their qualities and record them on a big sticky note. Mark qualities that many students wrote.

Ask for examples of how a student can carry out each quality within their school community.

Ask students:

- How is their list of qualities similar to the historic site/museum's? How is it different?
- Why do these similarities and differences exist?

Every community is different and has different needs. However, students will notice common threads, like telling the truth and being fair, in every community they are a part of.

4. ASSESSMENT QUESTIONS (5 MIN)

Every community is different and has different needs. However, students will notice common threads between the qualities that every community values.

Ask:

- What traits or qualities are important to be a successful member of any community?
- What can you do to be a good member of your community?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared that during World War II, not everyone had the same opportunities in the Navy.

Black sailors were not allowed in most jobs and could not rise in the ranks to become officers. Women could not serve in the regular Navy until after World War II and could not work on ships like *Intrepid*.

LGBTQ+ sailors could be discharged if their identity was found out. Today, all people can serve in the Navy in every role.

Educators asked:

- Is there anything you would add to this list for the Navy today?
- How could the Navy make their list of a good Navy sailor more applicable to all sailors?



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.



Pier 86, W 46th St. & 12th Ave. | NYC | intrepidmuseum.org



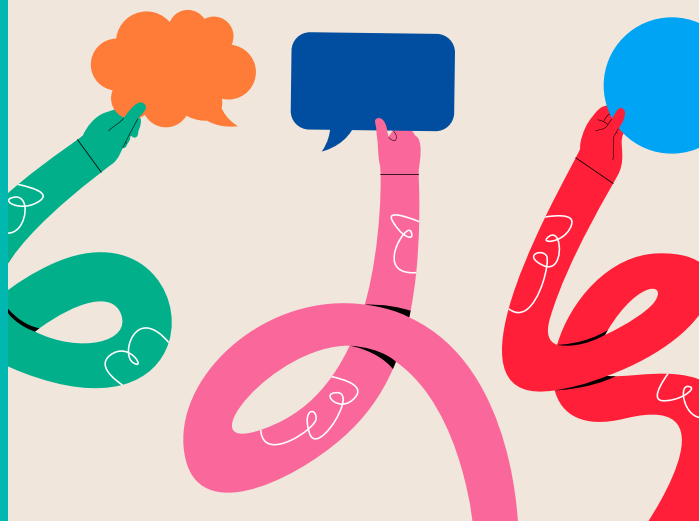
EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

THIRD GRADE

50 minutes

CULTURAL EXCHANGE



OVERVIEW

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

Many factors can lead to different communities interacting with one another. The interactions between two or more communities may create tension, foster cooperation, or impact community members in many other ways.

In this lesson, students will learn about an interaction between a community connected to the historic site/museum and another community, the factors impacting the relationship between these two communities, and reflect on what information might be useful for someone visiting their own communities for the first time.

OBJECTIVE: Students will make connections between a community connected to the historic site/museum, engaging with others and the ways their own communities interact and form relationships.

MATERIALS

- **PRIMARY SOURCE FOCUS** Image or account depicting community members interacting with another community
- Paper, folded in half
- Coloring materials

EAD DRIVING QUESTIONS

A People in the World

HDQ6.2

- How have nations cooperated in the past? What are the costs and benefits of cooperation?
- What have nations had conflict over in the past?
- What were the consequences of these conflicts?

CDQ6.2

- How do we work with and against other nations?

PROCEDURE

1. INTRODUCTION (5 MIN)

Review the definition of community with students.

- What communities are you part of?
- What does your community value?

2. INVESTIGATION (15 MIN)

Provide context about a situation that led community members connected to the historic site/museum to engage with an outside community.

Ask students:

- Have you ever traveled to a new place?
A new city/state/country?
- What is it like entering a community that's different from yours?
- How does it feel to go somewhere you have never been before?

Share a primary source depicting community members interacting with another community. Provide context for the groups involved in the primary source, including more information about their first interactions and what factors might have impacted their relationship.

Ask students:

- Have all Americans always had the same rights or access to opportunity?
- How are the communities similar or different from one another?

Provide additional context on the policies and practices impacting community members' civil rights and liberties.

- How might policies and practices of this time have impacted the relationship between these two groups of people?

After investigating the primary source, **ask students:**

- What might each community have thought of the other when they interacted?
- How did one community help the other feel welcome?
- How do communities make people feel unwelcome?
- How is this done intentionally or unintentionally?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared that while out to sea, *Intrepid* would make stops every few days or weeks to refuel, restock its supplies, and allow sailors to have some free time.

Intrepid would make stops all over the world. These were called "ports of call." At each port of call, sailors would have "liberty," or free time, to explore and enjoy themselves.

Many students at PS 51 had recently come to New York from Latin America, primarily Venezuela. This was an opportunity to recognize that many students have recently entered many new communities and ask "What has that been like?"

3. ACTIVITY (20 MIN)

Ask students:

- When you enter a new place, how do you figure out where to go and what to do while you're there?
- If you were entering a community you had never been around before, what information would you want to know?

Have students create a guide for a person coming to their community using a folded piece of paper. They can create a cover of their booklet to represent a community of their choice, including their neighborhood, city, country, after-school program, and cultural group.

The cover could include people, places, or things in the community. Brainstorm with students beforehand and leave this list in a place where students can see it.

- What communities are you part of?
- What kinds of activities, food, or landmarks are in those communities?

Inside, have students write or draw five things someone can expect when they come to this community for the first time. Have students share their finished booklets with the whole group.

4. ASSESSMENT QUESTIONS (5 MIN)

Students will share their booklets with the group.

Ask students:

- How was the community at the historic site/museum similar to your community? Different?
- How have communities interacted at the historic site/museum?
- How have you interacted with a community you are not part of?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared oral history clips from two former *Intrepid* crew members, explaining some of their experiences on liberty and at different ports of call. Educators shared the video [Ports of Call](#).

Educators prefaced the video by telling students that these sailors served between 1943 and 1968. All three sailors are Black men. Educators discussed specific parts of the video and asked the following questions:

- How was life different for Black Americans before and during the Civil Rights Movement?
- Have all Americans always had the same rights?
- How do you think the Black sailors felt when they were going to a new place?
- How did the other communities make the sailors feel welcome?



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

APPENDIX: EXTENSION ACTIVITIES

EXTENSION ACTIVITIES

Provide students with a historic and/or contemporary travel guide of their neighborhood or city.

Ask students:

- How is this guide similar to the booklet you created? How are they different?
- Is there anything you would change about your booklet after seeing this guide?
- Is there anything you would change about the travel guide (add, omit, tweak)?

EXAMPLE FROM THE INTREPID MUSEUM

Museum educators shared that the crew on *Intrepid* didn't have cell phones or Google to figure out what to do during their free time in the new place.

Instead, they were given Port of Call booklets. Port of Call booklets were pamphlets designed to prepare sailors for the city or country they were going to enter. The booklets contained maps, restaurant and entertainment recommendations, cultural customs, basic language guides, and other helpful tips.

Museum educators shared copies of the booklets with students and had them look through them.

Educators asked:

- What kind of information is inside the Port of Call booklets?
- Why do you think the Navy gave sailors these booklets?

Students then created their own "Port of Call" booklet for a person coming to their community.

FAMILY CULTURE DAY



OVERVIEW

This activity is geared toward students in third grade and is intended to take place in either a school or museum setting.

Over the course of the Educating for American Democracy program, students in the third grade have learned about different communities, cultures, and traditions. The culminating event will allow students and their families to participate in a potluck where they share food from their culture. The day will culminate with students having a discussion on what we can learn from other cultures.

OBJECTIVE: Students will be able to identify where other members of their community come from and make connections between the foodways of their peers. Students will be able to describe the blended nature of their community.

MATERIALS

- Note cards
- Coloring materials
- Pencils
- Interview a Classmate's worksheets
- Suggested Materials for food: Chafing dishes with racks, sterno's, napkins, tablecloths, plastic cutlery, paper plates, plastic cups, water bottles/ water cooler

EAD DRIVING QUESTIONS

Our Changing Landscape

CDQ2.2

- How has the concept of what it means to be a "people" changed over time?

PROCEDURE

1. INTRODUCTION

Ask students to bring a dish from their culture or community to the historic site/museum or school. Students may also dress in traditional clothes or bring a few traditional artifacts (jewelry, hats, shoes, etc) to the event.

2. INVESTIGATION/ACTIVITY

When students arrive, they will decorate a notecard with their name, the name of the dish, and the dish's culture, country, or community of origin.

Each student will also receive a worksheet to interview another student before lunch. While students wait for others to arrive, they will interview each other about their food and communities. Family members can assist students in sharing information about traditional foods and their communities.

Once students have a chance to interview each other, have them share what they have learned about their classmates with the whole group.

Ask students to share with the group any similarities or differences they noticed between their cultures/communities and others that they saw or learned about today.

Review the fact that all communities have similarities and differences, but we can learn a lot about each other when we come together and share our traditions and cultures.

3. ASSESSMENT QUESTIONS

Once students have finished eating, ask the following for the whole group.

- What is one thing you learned about another person or community today?
- What was your favorite food you tried?
- Did you eat any foods that were similar to those you have in your community or culture? Any that were totally different?

EXAMPLE FROM THE INTREPID MUSEUM

The Family Culture Day was held in an event space at the Museum. The day was structured in the following order:

11am: Set up in event space

Noon: Family Check-in, Scavenger Hunt, or wait activity for families as they arrive

12:50pm: Lead families to event space

1pm: Interview Activity among students and parents

1:20pm: Share Out

1:30pm: Food served

2:30pm: Final Remarks

Museum Educators asked families to bring food in half-size chafing dishes.



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

INTERVIEW A CLASSMATE!

Name of classmate:

What dish did your classmate bring today?

What community does that dish come from?

Why is the dish important to that community? (Is it a holiday food? Does someone specific have to make it? Does it have special ingredients?)

What other communities is your classmate a part of?

One fun fact about your classmate is. . .

FIGHTING FOR CHANGE



OVERVIEW

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

As attitudes and beliefs about race, gender and sexual identity in the United States shift, so do the policies and practices that impact US citizens. Many individuals and groups throughout the 20th century advocated for a more equitable society. Some were impacted directly by these policies and practices, while others advocated for their peers.

In this activity, students will tour a historic space or museum, starting with the context of the historic site/museum and making connections to the broader policies and practices within the United States at the time.

They will reflect on the relationship between policies and practices at the historic site/museum and in the broader United States. Finally, students will discuss how both groups and individuals fought against oppression to make change.

Content Warning: Depending on the content that will be discussed during your program, there may be language you want to address before the start of your program.

Sample language:

In this lesson, the term _____ is used to describe _____. At the time, this term was not considered offensive; however, today it is considered inappropriate.

EAD DRIVING QUESTIONS

Civic Participation

CDQ1.2

- Why might we want to make changes at local, state, or national levels?
- How can we promote change in an effective way?
- Why might you question decisions that are made for/ in your community?

We the People

HDQ3.2

- How has the U.S. population changed over time?
- How have push-pull factors changed the U.S. population over time?
- How have different groups (e.g., religion, race, ethnicity) shaped our society?

OBJECTIVE: Students will be able to identify institutional and non-institutional ways that people have made changes to society.

MATERIALS

- **PRIMARY SOURCE FOCUS**
Objects and Exhibitions related to:
 - Policies and practices that limited opportunities for a particular group
 - Actions that individuals or groups took to make change
- Images of primary source focus objects, printed
- Objects in touch or education collection, if applicable
- Roll of white butcher paper
- Markers

PROCEDURE

1. INTRODUCTION (15 MIN)

Groups will find a space to sit that is comfortable. It can be on stools, benches or the floor. Give a welcome, provide context on the historic site/museum, including when it was built or founded, and give a brief overview of which communities lived there.

- What historical events or movements were significant in the United States at this time?
- How was life different in the United States during this time versus now?
- How was access to opportunities for each group at the historic site/museum different then versus now?

Pass out images or documents that provide context about inequities present in the United States that connect to the community you will be discussing fighting for change. It may be helpful to go over photo analysis strategies with students before they look at the images if they are unfamiliar with this practice.

- What do you notice at the top of this picture? The left? The right? The bottom of this image?
- What words do you see? Where might they be?
- Who is in this image? Who might this image have been shared with?
- How are the different images similar?
- How do they make you feel?

EAD DRIVING QUESTIONS CONT.

We the People

HDQ3.2

- How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

Institutional & Social Transformation- A Series of Refounding?

HDQ5.2

- How have people improved U.S. society over time?
- How have Americans resisted or reacted to the expansion of rights and citizenship claims?

CDQ5.2

- What are the institutional and non-institutional ways that people have made changes to society?

A People with Contemporary Debates & Possibilities

HDQ7.2

- How do we evaluate and reflect on the actions of people in the past?
- How do we acknowledge the failures and accomplishments of people and leaders while respecting their humanity?

CDQ7.2

- How can we assess and challenge leaders when we see the need for change?

Discuss policies and practices that created inequality for the community you are discussing, including how people were impacted and how they are expressed in the documents you shared.

- How do you think members of this community felt during this period?
- How do you think the laws in place during the period impacted the people connected to this historic site/museum?

2. INVESTIGATION (40 MIN)

Introduce students to space using an object from the collection.

Discuss the historic site/museum and what historical events or movements were taking place at the site/museum during the time period being discussed, including stories of community members or information on how their opportunities may have been limited.

- Why do you think there were so many restrictions on what ____ could do?
- Who was making these decisions?
- How might the limitations that ____ faced impact their experience at the historic site?
- How do you think these community members felt being restricted in their roles?

When looking at objects, ask students to look at the images and/or artifacts and ask the following:

- What do you see? What does this make you think? What does that make you wonder?
- Who is in the images you see?
- If applicable: What role does each person in the image have?

When discussing the inequality that community members face, ask the following:

- How do you think this made ____ feel?
- How is this similar to the policies and practices in the broader United States?

Share information about how individuals fought against the policies and practices they believed were unfair.

EXAMPLE FROM THE INTREPID MUSEUM

During the tour, Museum Educators discussed with students how opportunities for Black sailors and other people of color were limited during World War II.

To discuss segregation within the United States during World War II, Museum educators shared photos of segregated spaces with students.

Museum educators asked:

- How do you think Black Americans felt during the years of Jim Crow?
- How do you think the Jim Crow laws impacted sailors on board *Intrepid*?

Museum Educators brought students to a model of the ship to discuss the attack on Pearl Harbor that took place six days after construction was started on the aircraft carrier.

Educators discussed that after the attack on Pearl Harbor, millions of American men and women wanted to join the war effort. American men of all races signed up to join the Navy, ready to fight for their country.

Black sailors, however, were met with restrictions on what jobs they could have and how high they could rise within the ranks.

When looking at objects to discuss individuals making change, ask the following:

- What do you know about the time period that might have restricted this person's opportunities?

When looking at objects to discuss individuals taking action to make change or being the first to accomplish something in their community, ask the following:

- What do you know about the time period that might have restricted this person's opportunities?
- Why did ____ try fighting for ____?
- How do you think ____ felt being able to do ____?

3. ACTIVITY (30 MIN)

Groups will move to a larger quiet space or a classroom. Share that people during the time you have been discussing used many strategies to fight against the oppression they faced. Share one example that you discussed earlier on the tour.

- Can students think of ways people might have fought against injustice during this time?

Show and distribute images of activism taking place during the time period of focus. Ask students how these sources could have had an impact on the fight to put an end to the policies and practices limiting opportunity for the community you are focusing on.

Discuss with students that there are many ways for citizens to take action if they believe someone or a group is being treated unfairly.

- How can they advocate for and make change? How did _____ during _____ create change?
- Contacting your elected representative
- Getting the word out publicly, like writing in the newspaper or online
- Joining a group already working for change
- Running for office when you are old enough
- Protest
- Raise money for people affected or organizations working towards the same goal

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared how many Black sailors and Black Americans felt like they were fighting two wars: one was around the world, in Europe and Asia, against Germany and Japan and one was against the injustice they were facing in the United States. They called the fight for freedom in these simultaneous wars "Double Victory."

Museum educators shared the story of Alonzo Swann, a Black crewmember of the USS *Intrepid* who received a lesser award (Bronze Star) than the award promised (Navy Cross) after a heroic effort to protect the ship from a kamikaze attack. He did not receive the higher award due to his race. Swann spent the next 50 years fighting to be awarded the proper accolade. He gathered documentation, went to court, and eventually he and four other Black sailors were given the Navy Cross.

When asked how Alonzo Swann might have felt after receiving the proper award, a student answered "happy and sad." When asked to elaborate, the student shared, "Happy because they got it, but not happy that it took 50 years."

Ask students to think about a cause they believe in. They will be making a class poster to represent causes for which they are advocating.

Students will go to butcher paper laid on the floor labeled with “We are Fighting For...” and write the causes they believe in.

4. ASSESSMENT QUESTIONS (5 MIN)

After students write, ask students to share their responses.

Ask them:

- What is something you can do now to support the cause you wrote down?
- What is something you can do when you are an adult to support the cause you wrote down?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators shared a pamphlet for a planned March on Washington in 1941, fundraiser and conference fliers, and a March on Washington movement poster.

The pamphlet and poster related to a march planned by A. Philip Randolph, which eventually inspired the 1963 march.

The fundraiser and conference fliers were created by the NAACP during World War II to encourage civilians to support them. Ask students how these sources could have had an impact on the fight for Double Victory.



These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

APPENDIX: EXTENSION ACTIVITY

ACTIVIST BOOK REPORT

Share grade-level appropriate books with students and have them write a book report on the activism they see. Students should answer the following:

- Who is your story about?
- What did they want to change?
- Why did they want to change it?
- How did they try to make change?

Potential Books

All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything by Annette Bay Pimentel

Sofia Valdez, Future Prez by Andrea Beaty

Malala: Activist for Girls' Education by Raphaelle Frier

Miss Paul and the President: The Creative Campaign for Women's Right to Vote by Dean Robbins

Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909 by Michelle Markel

Seeds of Change: Wangari's Gift to the World by Jen Cullerton Johnson

Act by Kayla Miller

Fighting for Yes! By Maryann Cocca-Leffler

Novels/Longer nonfiction

Greta's Story: The Schoolgirl Who Went On Strike To Save The Planet by Valentina Camerini

Sofia Valdez and the Vanishing Vote by Andrea Beaty

This Promise of Change: One Girl's Story in the Fight for School Equality by Jo Ann Allen Boyce

EXPLORING CIVICS THROUGH HISTORIC SPACES:

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

FIFTH GRADE

90 minutes

EXPLORING CHANGE THROUGH ART



OVERVIEW

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

Members of a community often have individual roles that support the community as a whole. As communities develop and grow, rules, customs and ideas are formed centered on who may or may not be suited for certain roles.

Many factors can lead to those ideas shifting, including demand for certain roles to be filled or people desiring change in their community. Art can be a powerful tool to express the desire for change or convince others to support change.

In this lesson, students will explore art created during a time of change for the community connected to a historic site/museum. Students will then create their own poster that honors their own identities or shares a similar message.

OBJECTIVE: Students will be able to explain the expansion of roles for a particular group in the United States through the lens of a historic site/museum and identify ways in which a symbol can change over time.

EAD DRIVING QUESTIONS

Civic Participation

CDQ1.2

- Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?
- Why might you question decisions that are made for/ in your community?

We the People

HDQ3.2

- How has the U.S. population changed over time?
- How have push-pull factors changed the U.S. population over time?
- How have different groups (e.g., religion, race, ethnicity) shaped our society?

MATERIALS

■ PRIMARY SOURCE FOCUS

- Object or primary source related to a group fighting for change connected to site/museum.
- Artwork that expresses the desire for change or is aimed at convincing others to support change
- Artwork from that period that shares a similar message or is a contrast to the depicted artwork.

- Markers and colored pencils

- Legal size paper or drawing paper

PROCEDURE

1. INTRODUCTION (10 MIN)

Introduce students to the historic site/museum.

Introduce students to the space using an object from the collection. Provide an overview of the space and a brief description of the communities that lived there.

- What historical events or movements were significant in the United States at this time? Who do we see represented in this community?
- How might the policies and practices present in the United States during this time impact who we see or not?

Provide background on the group or groups of people connected to the artwork that will be discussed. Let students know how the group was limited in opportunity during the time period leading up to the creation of the featured artwork

2. INVESTIGATION (40 MIN)

Introduce an object or primary source related to a group fighting for societal change.

Ask students what they notice.

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

EAD DRIVING QUESTIONS CONT.

We the People

HDQ3.2

- How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

Institutional & Social Transformation- A Series of Refounding?

HDQ5.2

- How have people improved U.S. society over time?
- How have Americans resisted or reacted to the expansion of rights and citizenship claims?

CDQ5.2

- What are the institutional and non-institutional ways that people have made changes to society?

A People with Contemporary Debates & Possibilities

HDQ7.2

- How do we evaluate and reflect on the actions of people in the past?
- How do we acknowledge the failures and accomplishments of people and leaders while respecting their humanity?

CDQ7.2

- How can we assess and challenge leaders when we see the need for change?

- What does this object reveal about this group during this time period?
- How might members of this group have felt during this time?

Provide context on how individuals were actively fighting for change at this time or which events were taking place that led to access to more opportunities.

Display artwork or object related to artwork on which the final activity will be based.

Provide context related to the artwork, including who made it, their goal for producing the artwork, and the intended audience. Ask students what they notice looking at the artwork.

- Who is represented?
- What do you see? What does this make you think?
- What does that make you wonder?
- What does this object tell you about this group during this time period?
- How might this artwork have encouraged change or expressed the desire for change?

Display an object or case connected to expanded roles for the group. Share examples of expanded roles for the group due to changes in the community connected to the historic site/museum.

- How might the efforts of individuals fighting for change have impacted the roles available or perceptions about the roles available for ___ at this time?
- How do you think it made ___ feel to have these new roles?

If possible, make connections to how the efforts of the movement impacted roles available for that group today.

3. ACTIVITY (30 MIN)

Move students to a classroom space. Display featured artwork and another artwork from that time period that shares a similar message or is a contrast to the artwork. Ask students what they see in the images.

- What is the difference between the works?
- Who are the works representing?
- What messages are the works trying to convey?

EXAMPLE FROM THE INTREPID MUSEUM

Museum educators brought students to a model of *Intrepid* and shared that *Intrepid's* keel was laid on December 1, 1941.

On December 7, 1941, Japan attacked the United States at Pearl Harbor, and the U.S. entered World War II shortly thereafter. Rather than the normal time of 3-5 years, *Intrepid* was built in about 17 months.

Educators asked:

- What significant political and historical events happened in the United States in the 1940s?
- Other than the war, what changes were people facing on the homefront?
- How do you think the Navy managed to build *Intrepid* so quickly?

Educators then shared that during World War II, the United States still largely followed Jim Crow laws, segregating Black and white Americans. There were also many laws restricting the role of women in the workforce and in the Navy.

Women could not serve on *Intrepid* at any point during its service. However, World War II offered an opportunity for women to become a greater part of the workforce, as the military needed supplies and personnel as quickly as possible.

Provide context about both pieces of artwork.

- What do you think this artwork represents now?
- What does the artwork make you feel when you look at it?

If applicable, share examples of modern artwork with similar themes.

- Who do you see in these images?
- How might themes in this artwork be similar to _____?

Students will be designing their own artwork to inspire change in the style of the artwork that was discussed.

Distribute large paper and colored pencils. Allow students time to brainstorm what identities are important for them to put into their artwork.

- How can the artwork express a similar message while honoring their own identities?

4. ASSESSMENT QUESTIONS (5 MIN)

Students will share their artwork with the group.

Ask students:

- How has the role of ____ in the community connected to the historic site/museum changed over time?
- What symbols are present in the artwork we explored today?
- How have the meanings of those symbols changed over time?

EXAMPLE FROM THE INTREPID MUSEUM

Museum Educators brought students to an aircraft at the Museum and discussed how women were hired in numerous workforce positions formerly held by men. This included building aircraft.

Close to half a million women worked in factories across the country building aircraft. A major job women had was riveting, which was a way of attaching pieces of metal when building airplanes. Over time, the image of “Rosie the Riveter” was born - the strong woman contributing to the war effort.

Educators showed “Rosie the Riveter” images, including the famous Westinghouse poster that regained popularity in the early 1980s.

Educators asked:

- Why was it important that women joined the effort to build aircraft?
- How do you think the women building airplanes felt about their jobs?

However, women worked a multitude of roles beyond riveter, especially in shipyards, where “Winnie the Welder” was much more common. Women worked in shipyards as welders, electricians, machine operators, pipefitters, mechanics, painters, optical technicians, and more.

Educators asked:

- How do you think it made women feel to have these new roles in shipyards?

These materials were created with the support of the Educating for American Democracy participants. The National Endowment for the Humanities: Democracy demands wisdom. <http://www.neh.gov> Any views, findings, conclusions, or recommendations expressed in this resource, do not necessarily represent those of the National Endowment for the Humanities.

