
Title of Project

In Their Shoes: A Journey Back In Time to see Anne Frank's Hideaway and Ruby Bridges' Classroom

Provide a 3-6 sentence summary to communicate the substance of your proposal to reviewer, media, and use in FMCCS print materials.

Students will learn about the Holocaust and segregation in schools before and during the Civil Rights Movement. They will be participating in a variety of literacy activities in the classroom in order to gain a better perspective of these historical timelines and concepts. After learning about these concepts and specifically the lives of Anne Frank and Ruby Bridges, students will be prepared to visit the Indianapolis Children's Museum where they can put themselves in the shoes of these children by visiting The Power of Children exhibit. There, they can see what Anne Frank's hideaway looked like and sit inside a replica of Ruby Bridges' classroom. Students will write creatively to express their thoughts and feelings post-visit.

of Students Impacted annually/one time

57

Who will your project serve? (target population)

Marlin fifth and sixth grade students, as well as school staff and parents who chaperone

Investment Priority

Literacy

Total Budget Amount - note this may be greater than your proposal request

\$1170.50

Amount of Funding Requested Range \$250 - \$5000

1170.50

Detail your project, need, and how funds will be used to impact educational opportunities for students. Include specifics such as school development plans and/or grade level educational standards your project will help achieve.

It is our passion to teach students about social injustice and justice. This school year, our students will be learning about The Holocaust and segregation in schools in the United States before and during the Civil Rights Movement. They will be reading about these historical concepts and events through the lenses of different perspectives in order to look at each timeline in a critical way. Considering multiple perspectives to learn about point of view in nonfiction and fiction texts, students can learn the process of evaluating sources while researching topics while becoming culturally aware. We hope that students become familiar with these events in history in order to be empathetic and educated citizens of today.

With funding, students will have an opportunity to take a field trip to the Indianapolis Children's Museum. Funding will cover two buses for our fifty seven fifth and sixth grade students and tickets for each child. Chaperones are included with the price of the students' tickets. We will specifically focus our morning portion of the day going to The Power of Children exhibit which highlights the lives of Anne Frank, Ruby Bridges, and Ryan White. This is a permanent exhibit with artifacts and information, however, there are also theatrical performances for each feature child. These performances are scheduled during different days of the week. Our plan would be to see the Anne Frank OR Ruby Bridges theatrical performance dependent on scheduling availability with the museum. Students will be prepared to see either as we will be reading about each of those children in class.

Following the morning performance and exploratory opportunity in The Power of Children exhibit, students will have the opportunity to visit other museum exhibits with chaperones. Learning opportunities for math, science, and social studies are abound throughout the rest of the museum.

While learning in the classroom can be enriching, there is little comparison to having our students experience the feeling of what it would have been like to sit inside Ruby Bridges' classroom or see where Anne Frank hid. These tangible experiences will be invaluable to our students. Giving them this opportunity will enhance their understanding of the lives of these individuals.

During the lesson segments in the classroom, students will be working on the fifth and sixth grade nonfiction and fiction Essential Learning standards for English Language Arts.

5.RN.2.1, 6.RN.2.1 Inferences with nonfiction

5.RL.2.1, 6.RL.2.1 Inferences with fiction

5.RN.2.2, 6.RN.2.2 Main Idea, Central Idea

5.RN.3.3, 6.RN.3.3 Analyze multiple accounts of the same event or topic, Author's Purpose

5.RL.2.2 Theme

5.RL.2.3, 6.RL.2.3 Plot elements and plot as a series of episodes

5.RI.3.1, 6.RL.3.1 Analyze multiple accounts, Analyze how a particular part of a story fits into the overall development of a story

5.RL.3.2, 6.RL.3.2 Point

Define the expected outcomes/goals of your project and the impact to student learning.

Our first goal is to build the students' character. We would like to provide a classroom environment where students will learn about the past experiences of people in our country and across the globe in order to gain an empathetic perspective. Knowing this information can empower our students to treat others with kindness while also standing up against injustices that they see in their world. In addition to character building, we would like to for students to become stronger readers, researchers, writers, and overall thinkers. Students will be challenged to read a variety of nonfiction and fiction texts and throughout the unit will be analyzing different accounts and perspectives. They will be comparing and contrasting the stories that they read and will synthesize all of the information that they will have learned in order to shape their understanding of the content. We will hold students to a level of rigor that will meet grade level language arts standards, however, the literacy strategies used to analyze the reading content and perform the writing tasks will impact lifelong learners as well. In teaching students how to analyze and think, they will enter the world with strategies to process historical and current events.

How will you measure your goals? Please use quantitative data and measurement tools you will use to define student improvement, value, and results of this grant. Example: 30 students will be engaged in our environment by observing wildlife in its natural habitat. They will learn the names of local birds and write about them in creative stories.

One form of assessment for student understanding of the content and experience would be two administer surveys to students before and after the entire learning segment. Students will answer questions about their understanding, feelings, and beliefs before doing any preparation work or class reading or writing. The same survey can be given after the class preparations and field trip in order to see how students' understanding has changed over time. Another form of assessment would be a reflection writing piece following the field trip. Students can take write creatively to express their feelings and emotions after seeing theatrical performance and The Power of Children exhibit. Fifty seven students (5th and 6th graders) will participate in the the field trip and will complete the surveys and the creative writing assignment. These creative writing assignments will showcase what the students have learned.

Identify the timeline for accomplishing the stated outcomes. Include project duration and if the project will impact students for more than 1 year.

Before a potential field trip occurs, the students will be preparing for this visit over the course of the school year by reading and writing about the historical timelines and individuals showcased at The Power of Children exhibit at the Children's Museum. The ideal time to take the field trip would be in the spring of 2019. After returning from the field trip, students will work on their reflective writing pieces. These will be completed this school year. In addition to the timeline for activities taking place during this school year, students will also carry their experiences on with them beyond this spring. While the physical trip would take place during a one-day visit to the museum, the goal is that students will be positively impacted in a way that helps shape their character as a people. While this reward may not be measurable, the hope is that the memories of this trip will leave a lasting impression with students.

Please upload any attachment that may help define your project, specific goals, or objectives.

Ruby Bridges Museum Lessons.pdf

Please upload any attachment that may help define your project, specific goals, or objectives.

Grant Budget

Upload budget file.

MGHgrant-budget-template-2016-1.xlsx

If your budget is different from amount requested please explain.

Have other funding options been explored?

No

List any other sources of funding for this project. Indicate if sources are secure or potential.

To what extent is the project achievable if you were to receive less than the full amount requested?

While the learning could still take place in the classroom, the field trip visit is dependent on the cost of the two buses and student tickets

Grant Approvals

Building Representative Approval

Building Representative's First Name First Name

Emily

Building Representative's Last Name Last Name

Anderson

Building Representative Email Address

eanderso@mcccsc.edu

Building Representative Phone Number

Principal Approval

Principal's First Name First Name

Tim

Principal's Last Name Last Name

Dowling

Principal's Email Address Email Address

tdowling@mccsc.edu

Principal's Phone Number

Submission

Electronic Signature / Approval
