



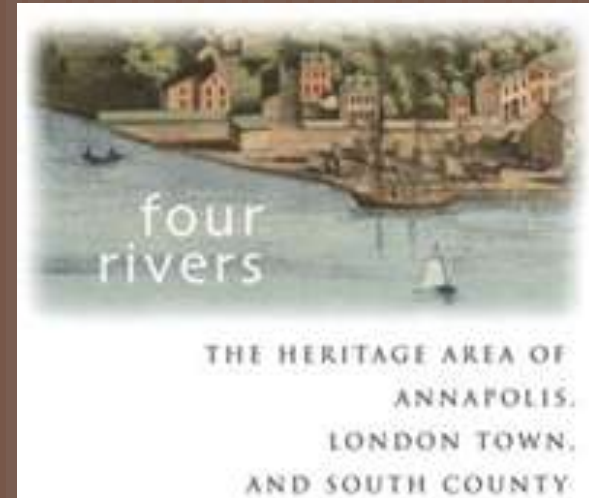
WHEN MUSEUMS, SCHOOLS,
AND COMMUNITIES MEET:

DEVELOPING STUDENT LED
PROJECTS TO DOCUMENT
AND INTERPRET THE STORY
OF THEIR COMMUNITIES

Lisa Robbins, Director of Education
Historic London Town and Gardens

Four Rivers Heritage Area Grant

- ❑ Local Heritage Area offers mini-grants (\$2,500)
- ❑ London Town and AACPS partnered for our first 4-Rivers mini grant in 2010, received another grant in 2011
- ❑ London Town took the lead planning, consulting with teachers, resource production, teaching and all logistical plans
- ❑ Ms. Terry Poisson, Social Studies Coordinator for Anne Arundel County Public Schools facilitated initial contact with school and teachers
- ❑ AACPS provided a cash-match for the grant
 - ❑ Purchased supplies
 - ❑ Printed invitations for exhibit opening
 - ❑ Laminated posters at conclusion of project
 - ❑ Supported every aspect of project and help troubleshoot any issues that arose.



Four Rivers Heritage Area Projects

- ❑ 2010 “A Fourth Grade Case Study: Developing and Sharing a New Perspective on Heritage Tourism”
- ❑ 2011 “Leveraging Heritage Tourism: Poster Partner Programs with Title I Elementary Schools”
- ❑ Each school received at least two classroom visits and resource packets
- ❑ Each school came for a fully paid (including buses) field trip to London Town, and then returned in June to present their poster exhibits.
- ❑ Many returned the following 6 months to show their family members their projects.

Just Imported,

BARBADOES Rum, Barrel'd Beef, *Madera* Wine, Lime Juice, and Musquevado Sugar, To be Sold at reasonable Rates, by *Peter Hume*, at *London-Town*

THE Subscriber, in *LONDON TOWN* on *South-River*, has erected a Rope-Walk, and makes all sorts of Cables, Cordage, and Rigging for Ships, and other Vessels ; as also Sail-Twine, Logg-Lines, deep-sea-Lines, Housline and Marline ; and white Rope for Country Uses. He is provided with an Excellent Workman from *London*, well skill'd in all Parts of the Business. Any Gentleman who may have occasion to purchase, may be furnish'd at said Rope-Walk, or at *Mr. James Dick's* Store in *Annapolis*, and may depend on having what is good and clean ; great Pains being taken to bring it to the greatest Perfection.

There is now ready made, all Sizes of cordage and Running-Rigging, both at *London-Town* and *Annapolis*, to be sold by

Stephen West

2010 project

Imaginative museum exhibits were researched and created by fourth-grade students at Mayo Elementary during the spring of 2010. They were on temporary exhibit at Historic London Town and Gardens in Edgewater, Maryland for six months. In the spring of 2011, the exhibits were incorporated into London Town's school programs and tours for general visitors.



Project Particulars

- ❑ Lisa Robbins, Director of Education at Historic London Town and Gardens, and Karen Olsen, Education Programs Assistant, visited the school to assist the kids with their research. Primary source packets were given to every student.
 - ❑ First classroom visit was used to introduce the project and introduce how to do primary source research.
 - ❑ Second classroom visit was used to help kids troubleshoot issues with their posters and to do a hands-on activity (navigation and colonial games)
- ❑ The class was divided into teams of 3 to 4 students who worked together researching, designing, and creating their exhibits.
- ❑ In April, the students came to London Town for a full day field trip.



Field Trip

- The students were able to come to London Town for a fully-funded field trip
- Hands-on activities brought to life what it was like in the 18th century seaport of London Town. The kids dressed up as actual people of London Town, helped to hearth cook a meal in the Lord Mayor's Tenement, learned about archaeology, screened for artifacts, and tried their hand at woodworking and rope making.



Exhibit Parameters

Each team researched and created a poster exhibit dealing with colonial seaports and trade. Students chose which topic they wished to work with, ensuring that they were interested and invested in the project.

- Trade Routes
- Food
- Imports/Exports
- Ships
- Trades of London Town

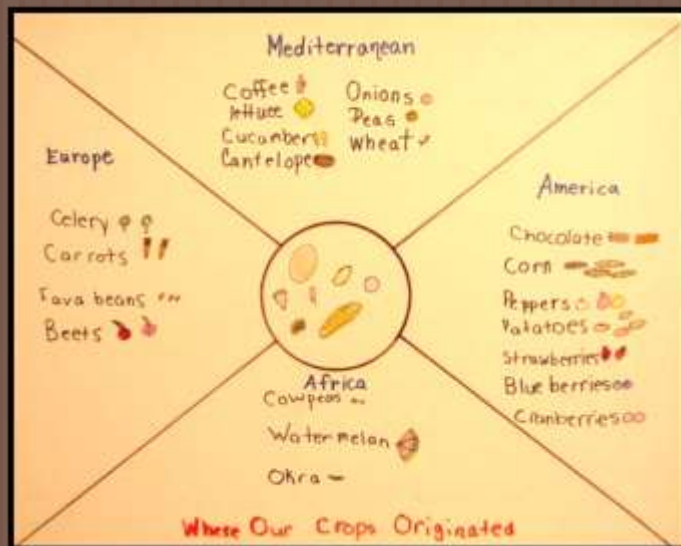


Exhibit Opening



Each team of students read a summary of their project.





Students showing the Principal their exhibits.



Students had an opportunity to see the work of their classmates.



Samples of the kids work

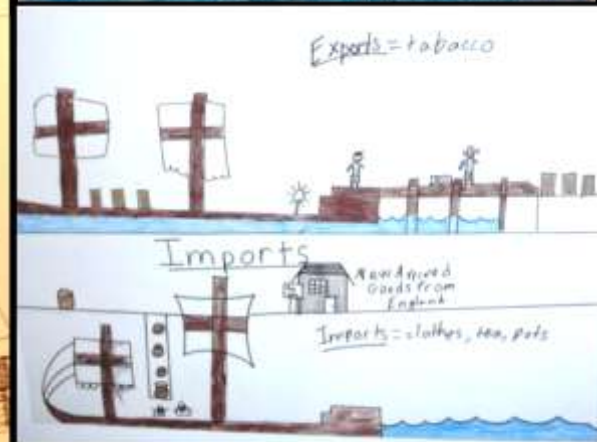


Exhibit Text Panels

Imports and Exports

Aiden [REDACTED]
Thomas [REDACTED]

Our poster shows a ship bringing imports into the dock. A ship would bring imports into the dock and unload them, then load raw materials to be exported to other countries. We drew a rough draft of this picture, then we enlarged it. Finally, we traced over the picture and colored it. We learned that tobacco was shipped in large barrels called hogsheads.

- These were displayed adjacent to the poster exhibits.

- Kids were very proud to present their work and took their presentations seriously.
- A benefit to having the kids present their projects was that they had to practice public speaking.

Four Continents and Their Various Crops

Victoria [REDACTED]
Emily [REDACTED]

We did our poster on food items that originated in four continents (Asia, Africa, South, North, and Central America). The crops that were all brought together into something we eat today like salad and fruit salad and beverages, things like that. We went to work right away and created the rough draft poster, and we got an idea of what we wanted to do. We decided it would be fun to do food crops and make a big plate in the center of the poster that we eat today in the United States of America. We learned that foods we eat today come from far away, and how we take the crops and eat it today. We learned a lot and had fun doing it.

2011

- Used the model that proved so successful in 2010
- Expanded to 2 Title I schools
- Again, Ms. Terry Poisson (AACPS):
 - ▣ identified the two schools
 - ▣ Provided cash match for the grant
 - ▣ Fully funded the project at one school (used as leverage for the grant)
- Themes kids chose to research:
 - ▣ Cultural traditions and foodways of enslaved African Americans
 - ▣ Transatlantic navigation
 - ▣ Commercial goods (imports and exports)
 - ▣ Trades people of London Town
 - Allowing teams of kids to choose which topics they wanted to research actively engaged the students and increased student interest and investment in the project.

Hilltop Elementary Exhibit Opening



- ❑ Had to be moved to the school due to scheduling conflicts.
- ❑ We hung the posters around the cafeteria as well as projecting each poster for the entire grade to see.

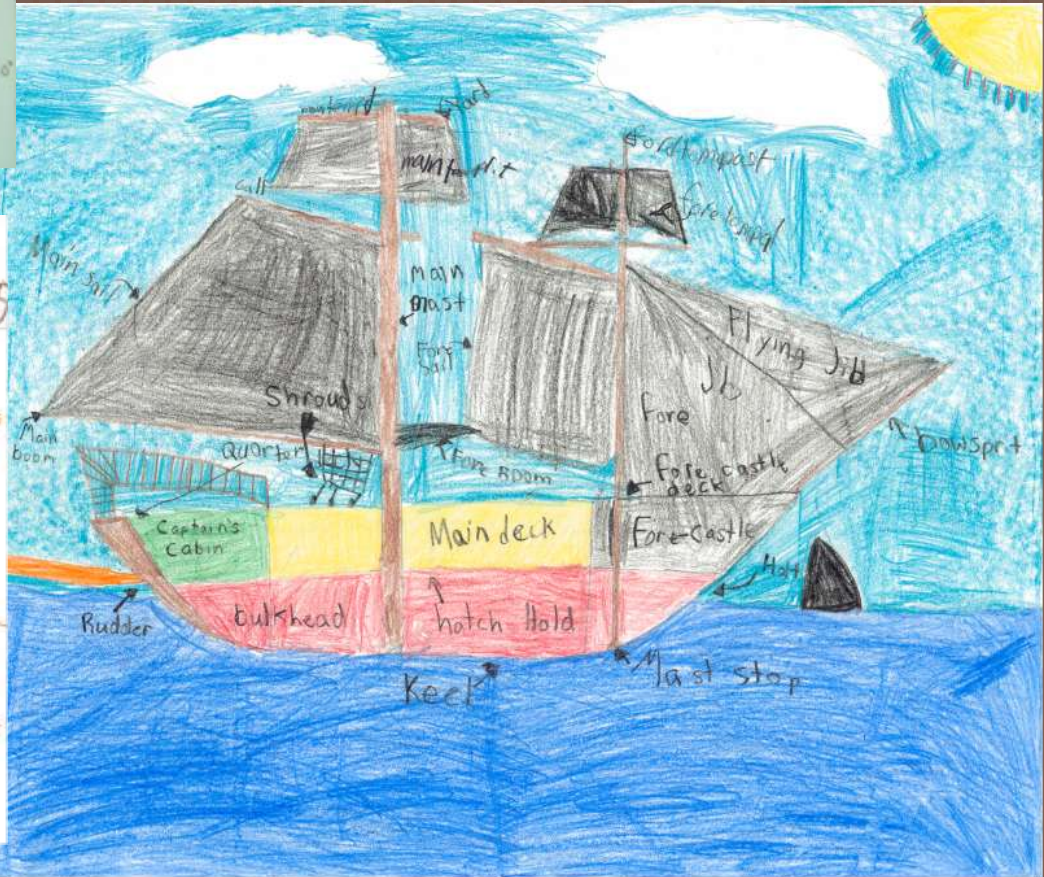
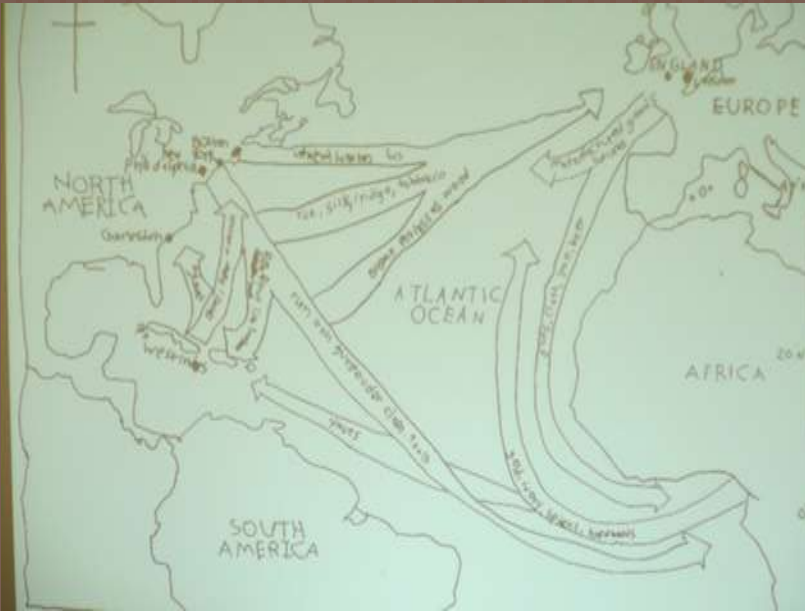


Germantown Elementary Exhibit Opening



- ❑ All poster exhibits were hung for viewing and projected on large screen during presentations.





The Navigation Tools The Sailors Use

Longitude And Latitude

Sailors would keep track of the ships every hour or two, then distance they had traveled over the course of the day.

Depth

The sailors used lead line.

- A lead line was a hemp rope with a lead weight. A mark or knot was made every 6 ft; on rope. A sailor uses it to measure how deep the water was.

Speed

- There were knots tied into the rope every 50 feet, 8 inches.
- The sailors used a log line. A log line is a wooden roller.

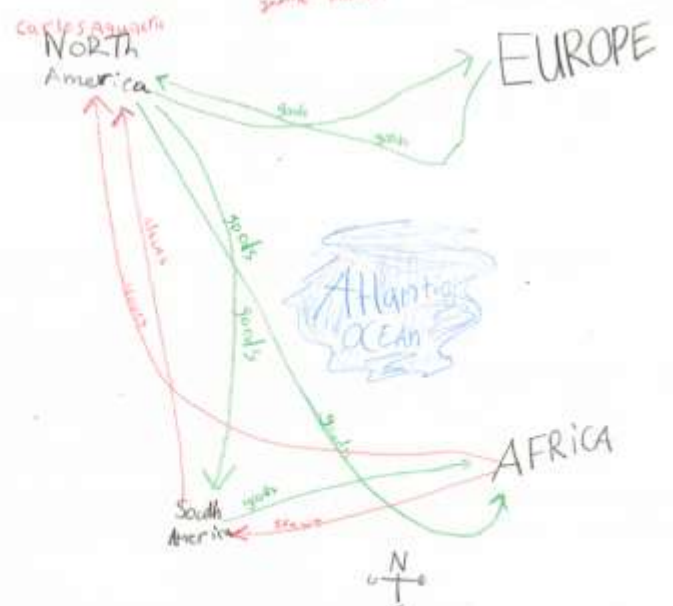
Food Ways

Slaves

Colonist

Handwritten notes on the collage include:

- Search out books, display go find color and food
- 4.5 million people (slaves) came from west Africa to Georgia they slept in tiny wooden huts and cooked over the permitted space of fire. They ate cheese, oil, apples, rice, sugar, coffee or pork, not a fish.



Trans-Atlantic Travel

Cabin

Sever's was a common disease that could sometimes be fatal. It was caused by a lack of vitamin C. Scurvy was also a death threat. Other health threats were food poisoning, infections and flu.

Water

Meats were eaten so sailors to good weather. In worst weather they ate no carbohydrates. Sea biscuits were an important food aboard ship. They were made of pure wheat. Breakfast would be wine and a biscuit.

Hammock

The sailors slept on hammocks. There was one hammock for every two people. They slept with their heads on, in case of emergency. They also were given a blanket. Passengers could sleep in 8-10 ft rooms on benches set up in two or three days.

Deck

Bells and drums were used to signal the hours of rising, meals, watches and sleep.

Wheel

The vessel ran except once a day and animal droppings were cleaned up twice a day.

Lessons Learned:

- Set up clear expectations at beginning of the project
 - ▣ What is expected/ required from the teachers and schools?
 - ▣ What is their time commitment?
 - ▣ Involve school administrators
- Have realistic expectations for what teachers can accomplish – you are essentially adding to their work load
- Plan, plan, plan!
 - ▣ Be ready with contingency options
 - ▣ Book the buses as soon as possible— bus companies have immense power over trips!

More lessons learned

- A document camera is extremely useful
- Provide teachers with as many resources as possible
 - ▣ Gave each teacher resource packets for their classes
 - ▣ CD of pictures, images that could be used by the kids
- Have realistic expectations as to what the kids can do
 - Be prepared to be very surprised
- Identify if the project is to benefit your museum or to benefit the kids, or both.

Was it worth it?

- Yes definitely! Be sure to--
 - ▣ Have realistic expectations of yourself and your museum— What can you provide?
 - ▣ Make sure you can deliver on what is promised in the grant and to the schools
- To see the kids take ownership and pride in their own work was worth every moment and every dollar.

Thank you!

- Many thanks go to Ms. Terry Poisson, Coordinator of Social Studies at Anne Arundel County Public Schools for all of her support.
- These projects would not have been possible without the funding provided by the Four Rivers Heritage Area mini-grants. Thank you!