

September 27, 2013

Dear PALs,

As you may know we are studying Wisconsin during social studies this school year. We wish we could spend more time in the community and on field trips around the state. Instead, we urge families to take a few field trips of their own. Our first at-home project will focus on sharing knowledge learned from field trips taken with family and friends. We are surrounded by wonderful learning opportunities, and we'd like to see students bring some of their out-of-school learning back to the classroom.

Students will choose a topic related to Wisconsin and will identify a field trip that will help them learn more about this topic. They will also write 3 to 5 paragraph essays focused on an aspect of their field trip. The project essay and presentation should contain information researched during the field trip as well as from at least two other resources. For example, a child may visit the Wisconsin Veteran's Museum. The research focus may be on Wisconsin's role in the Civil War.

During project time there will still be some homework assigned. In particular we expect students to continue math facts and daily reading. Other assignments will also be made. We will look for documentation of project work in agenda books, on the planning checklist, and in the project folder. The project folder should travel to and from school on a daily basis. We will be guiding students through the writing process for the written component at school. However some of the writing will take place at home after they've learned the process.

We recognize the likelihood that family schedules and previous commitments may require flexibility in presentation dates. We would like you to sign up for the date you will be ready to present. Please contact us if you need special consideration as you select a field trip site and presentation date (Ms. Cook 845-4271; Ms. Wick 845-4272).

Please cut and return this slip to your homeroom teacher by Friday, October 4

_____ and I have discussed the project options and expectations and understand that Wisconsin projects are due November 4.

___ I am aware of the planning guide checklist and will use it to help guide my child's progress. We have discussed the timeline for the project, and my child will work to have the project ready to present by the date circled below.

___ This project will be difficult for our family to support. My child will need significant help from school on the following parts of the project:

___ taking a field trip ___ finding resources ___ making a product ___ writing an essay

Essay Topic _____

Project Option _____

Intended Field Trip _____

parent signature

Monday, November 4

Tuesday, November 5

Wednesday, November 6

**Wisconsin Field Trip Projects
To Be Completed at Home
Projects Due: November 4, 2013**

Goals and Expectations:

- **Select a suitable project from those listed below; consider your strengths, resources available to you, and the time given to complete the project.**
- **Demonstrate your understanding of a selected topic related to Wisconsin by presenting a project to your class. Presentations will be limited to 6-8 minutes.**
- **Plan, organize, and complete your project by November 4, 2013.**
- **Keep track of your progress on the planning guide checklist and calendar.**
- **Your project must include the following five components: 1) visit to a particular place of significance to people of Wisconsin, 2) research from at least 2 sources, 3) an essay, 4) artistic work/visuals, and 5) a presentation.**
- **Assess your performance and efforts on the stated goals. Your assessment will include at least one paragraph in which you reflect on your performance on the project as a whole.**

Sample of places to visit:

Historic Town:

- Mineral Point
- Milwaukee

Antique Shops and Shows

Industrial Sites:

- Paper Factory
- Manufacturing Site

Museums:

- Platteville's Mining Museum
- WI Historical Museum
- Veteran's Museum

Cemetery

Historical Landmarks:

- Effigy Mounds
- Fort Crawford
- Fort Winnebago
- Winnebago Indian Agency House
- Spring Green Shot Tower

Agricultural Industry:

- Cranberry Farm
- Cheese Factory
- Bee Keeper
- Dairy Farm or Expo

Mine or Quarry

Fish Hatchery

EAA Experimental Aircraft Association

Indian Reservations
State or County Park

Ethnic Festival
Old World Wisconsin

Camp Randall (Civil War base)
Lake Michigan or Lake Superior

Ice Age Bike Trail
Arboretum

Project Presentation Options:

1. **Video Documentary** - Bring live footage into the classroom. Prepare a short video to tell about the place you visited or about some aspect of Wisconsin. We recommend that you visit the place you wish to video tape, plan the organization of your video, and then shoot the presentation. This may require more than one trip to the site.
2. **Brochure** - Identify places to see and points of interest in a particular town or county. Take photographs or draw sketches of important places to see. Your presentation should help others to learn about the places you choose and should be accompanied by factual information that gives detail about the points of interest you identify. You can also use a computer program to project your brochure. It is not necessary to make multiple copies of the brochure for classmates.
3. **Plan a Road Trip** -- Plan a 5 day road trip through our state that includes the place that you went for your field trip. Include an itinerary and the key stops that you'd recommend. Add at least three different cities, travel at least 300 miles, and select a variety of landmarks and tourist attractions to visit. See Google Earth option #14.
4. **Timeline** - Identify 12 or more historic dates related to the area you choose as a focus. Design an illustrated timeline to teach about the events you have identified.
5. **Prezi, PowerPoint, or Google Presentation** - Design a computer presentation of facts and highlights about the place(s) you visit. Consider the purpose of your presentation and how it might be most useful to tourists or other learners.
6. **Nonfiction Book or Poster** - Gather information on a specific topic from at least 6 sources (including the field trip itself). Organize the facts that you learn into a nonfiction book or poster format in order to help others learn. List the sources that you used as part of your final product. Include a table of contents and index for your book.
7. **Share Ethnic Traditions, Foods, or Celebrations** - Prepare to teach your classmates about the contributions and influences of a particular ethnic group as it relates to the history of Wisconsin. You might prepare a taste test, share traditional clothing and dances, or explain the significance of special celebrations.
8. **Magazine** - Imitate the styles used in several different magazines to design one of your own. Gather appropriate pictures or draw illustrations to include in your magazine. Write at least four articles. You might also include a letters department, games, stories, cartoons, or other aspects of popular children's magazines. Plan to use your essay as a feature article.
9. **Series of Maps** - Learn about and be prepared to share information about the process of mapping the state of Wisconsin. Replicate two or more maps to scale using any medium (clay, poster board, salt dough, paint, etc.) Your maps could tell about geographic regions, land forms, political regions (cities, counties), population, and/or places of interest, etc. The purpose of your maps should be easily identified.
10. **Interview** - Select an individual who you consider to be an expert in some aspect of Wisconsin culture or history. This person may be your oldest living relative who can tell about how your family settled in Wisconsin. You might also select a person who works at a particular tourist attraction, state park, or historical building. Summarize your learning in a news report format.

11. **Play or Reenactment** - Choose an historical event to act out for the class. Write a script and gather others to support you in performing your play. Provide introductory information so that the class is aware of who the play is about, what the main events will be, where and when the story takes place, and why it is important to the history of Wisconsin.
 12. **Demonstration** - Show how something is done. Make cheese, play an ethnic instrument, discover a fossil. Plan a presentation in which the class learns the process for making or doing something related to Wisconsin.
 13. **Models or Crafts** - Use clay, sand, papier-mâché, homemade dough, acrylic paint, wild grasses, etc. to construct a work of art associated with a specific Native American or immigrant group of Wisconsin. Try to be as authentic as possible. Learn about how the symbols, materials, and colors used represent the people and resources of our state or the places from which Wisconsinites came.
 14. **Google Earth Tour** – Create a narrated tour using Google Earth. Capture a route and highlights of a trip. You could also use Google Earth to show a road trip for #3.
 15. **Virtual Field Trip** – Use Web 2.0 applications to post your learning online by creating a book, slide show, webpage or other presentation.
 16. **Post Card book** – Design a series of post cards that might be sent from the place that you visited. Write about what you did and saw. See *Stringbean's Trip to the Shining Sea* for inspiration.
 17. **Museum Display of a Collection of Artifacts** - Make a display or design a bulletin board that may be suitable for a museum. Try to make your display appealing to all ages. Consider ways in which you might make it interactive.
 18. **Game or Quiz Show** - Plan a presentation to tell about a specific place that you visited. Incorporate the answers to your game in your presentation. At the end of your presentation, share a game of your own design. It might be the type that could be included in newspapers or magazines such as crosswords, word searches, mazes, and other pencil paper games. It could be a board game, or it might look more like a T.V. game show.
 19. **Other** - Design a project of your choice which you believe will tell others about the people, culture, geography or resources related to Wisconsin. Present a written description of your idea for a project and be sure to get an okay from your teacher before you begin.
- ◆ For this project, you may wish to combine different aspects of several project options. Of greatest importance is that you include the following five components: 1) a visit to a place of significance to people of Wisconsin, 2) research from at least two sources, 3) written work, 4) artistic work/visuals, and 5) a presentation.
 - ◆ Some guidance will be provided in class to help you with these components; however, the majority of this work must be completed at home.

Wisconsin Project Planning Guide Checklist

Name _____

This list of expectations is provided for you to use in goal setting and creating a timeline for completing your Wisconsin field trip project. Date each step as you complete it.

- _____ Select a topic and plan a date for your trip.
- _____ Sign up for a presentation day. Slip due 10/4.
- _____ List what you know about the topic.
- _____ Brainstorm questions you would like to answer.
- _____ Gather resources on your topic.
- _____ Write a bibliography (with at least two sources listed). Will do at school. Resources due 10/8.
- _____ Take notes. Due 10/11.
- _____ Go on your field trip. Take more notes and maybe photos.
- _____ Begin planning your display/visuals and presentation.
- _____ Create an outline about your topic that includes at least 1 to 3 main ideas. Due 10/16.
- _____ Write a rough draft for a 3 to 5 paragraph essay report. Due 10/23.
- _____ Edit and revise your rough draft.
- _____ Write a final copy.
- _____ Complete your display and presentation.
- _____ Practice presenting your project.
- _____ Present your project to the class (11/4, 11/5, 11/6).
- _____ Complete the self-assessment form for your project. Due 11/15.