

# An exploration of Freedom through a Princeton neighborhood study

*Dates: Friday, April 24th - Friday, May 1st*

## **Introduction**

We have learned how people and ideas continuously move and change depending on who they come in contact with. As we continue to study the United States and the oppression of diverse people throughout the land we want to pay close attention to the way freedom is interpreted and experienced. As we progress through this week we hope to gain understanding and appreciation for our personal history, the local history of Princeton and American history. To participate in the Princeton neighborhood study we will conduct research and interviews to discover immigration patterns and our place in this world.

## **Guiding Questions:**

- ❖ How can research skills benefit you?
- ❖ What does it mean to be free?
- ❖ How has my family made an impact on the world around me?
- ❖ How does Society balance the order and chaos of freedom?
- ❖ How do you define freedom?
- ❖ What beliefs stop people from offering freedom to all?
- ❖ How has the definition of freedom changed over time?
- ❖ How has my belief of freedom changed through this experience?
- ❖ Why do you think people settle where they do? Why do they move from place to place?

## **What You Will Learn**

- Local Princeton New Jersey laws and immigration patterns
- How to use a city map
- How to coordinate and run personal and spontaneous interviews
- How to plan and execute a city tour of Princeton
- Appreciation for the city of Princeton and the resources and history it provides for the residents.

## **What You will Do**

1. Read and annotate Seminar pieces
2. Participate in group initiatives

3. Research migration to Princeton and research locations: (Nassau Hall, Beatty House, and the University Chapel etc.)
4. Research your personal family history, and write a personal memoir
5. Research one of the following components of Princeton: Church, commerce, industry, cemetery, arts, festivals, and families who originated here.
6. Sketch one scene from the Field Study and write personal journals
7. Complete a service experience for Updike Farmstead

## **Standards Covered**

*NJCCC standards: 6.1; 6.2*

Students become history detectives by exploring three centuries of Princeton history through this lively tour, which highlights the town's diverse architectural styles. By visiting sites such as Nassau Hall, Beatty House, and the University Chapel, students are introduced to topics including the Revolutionary War, immigration, and the Industrial Revolution. The 90-minute program includes a museum tour and portrait activity.

*NJCCC standards: 2.1; 6.1; 6.2*

In 1954, New Jersey officially became known as the Garden State, but farming has been a way of life in the state for more than 400 years. Students will learn about the Lenni-Lenape, or "Ordinary People," as well as the farming practices of the early colonists, and walk the route taken by George Washington and his troops on their way to the Battle of Princeton. Groups will have the opportunity for hands-on activities while touring the "Three Sisters" and colonial sections of the Farm'sUnity Garden.

## **Class Work**

1. Complete ancestry assignments and interviews of family members (Personal and Family History Activity)
2. Complete history of Princeton activity and research a component of Princeton.
3. Complete History of the United States online activities and research

## **Homework**

1. Keep a personal journal throughout the week.
2. Complete Leadership Rubric and check in with guide daily
3. Complete nightly seminar readings

## **Project Work**

1. In project groups, students will research the history of Princeton and what role their family plays in our world. Each student will conduct interviews with family members and then will research a location of Princeton. Students will be asked to make connections between their family settlement in Princeton and the historical sites on the tour. This information will be presented and shared to the Upper and Lower Elementary students at Princeton Montessori School in a creative and inspiring way.

### **Community Service:**

We will be visiting Updike Farmstead to learn about prehistoric farming and we will even walk the route that George Washington walked on his way to the battle of Princeton. We will be helping out with maintaining the farm and clearing pathways for the Historical Society of Princeton. This is our time to give back to the group and thank them for sharing their knowledge and experiences with us.

#### Contact Information:

##### ***Eve Mandel***

Director of Programs and Visitor Services

Historical Society of Princeton

158 Nassau Street

Princeton, NJ 08542

609.921.6748 x102

[eve@princetonhistory.org](mailto:eve@princetonhistory.org)

Location:

354 Quaker Rd

Princeton, NJ 08540

#### Schedule:

8:30 - 9:00	Community Meeting
9:00 - 9:30	Finish any last minute presentation pieces, practice to yourself or with a friend, gather materials
9:30	Board bus to the Bainbridge House (Students will take snack with them on the bus)
10:00 - 11:30	Bainbridge House program with walking tour
11:30 - 12:30	Board bus for Updike, lunch upon arrival
12:30 - 1:00	Clay pot painting and scavenger hunt
1:00 - 1:45	Farm Fresh educational program
1:45 - 2:30	Community Service in the garden and plant seed in pot to take home
2:30 - 3:00	Board bus and travel back to Princeton Montessori School (Upon arrival: student take bathroom and water break)
3:15 - 3:50	Journal and Reflection writing
4:00	Dismissal

### **Opening:**

The teacher will write each student an acknowledgement on a notecard (An observed leadership characteristic or trait). It might be one word or phrase. Then each students will write one for

themselves on the back of this notecard answering the questions (... What is your place in the world? ... How do you make an impact?). Students can keep them throughout the week and refer back to them. Each student will receive one on the front of their packet to remind them of their importance to our group.

*... What is your place in the world?*

*... How do you make an impact?*

### **Throughout:**

Each student will complete a card that identifies what someone else brings to the community. Each student will write one for each student in the class by the end of the experience. Each day, when we take time to reflect and journal, this will also be the time where students can identify the gifts that the other person gives to our community. (This will act as our acknowledgements for the week).

### **Closing:**

By the end of the week, each student will receive an acknowledgement from everyone in our community. They will have a hole punch in them and will be bound by a key ring. These freedom of expressions are words and gifts students can take with them.

### **Community Building Activities:**

- Add it up

#### **Description**

In pairs, each student puts their hands behind their backs. and on the one two three count, students put their fingers out and whoever can count all four hands fingers and say it out loud.

- Magic Carpet

#### **Description**

Ask the group to stand on an 8'x8' "magic carpet" (tarp or blanket). The entire group must be on the tarp completely. Once everyone is settled, advise the group that they are going on a magic carpet ride. Tell them that they have risen 100 feet in the air and are ready to go. Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet. So, they must flip the carpet over while standing on it.

Very fun and challenging!

A great variation is to explain the instructions to two groups at the same time and see if they try to work with the team on the other carpet or if they attempt to flip their carpet as separate teams.

#### **Requirements:**

one sheet of paper measuring 8'x8'

## "Freedom of Speech"

"In this world of rules  
What's right what's true?  
If we have the right to express, "freedom of speech"  
How come I have to conform to be appealed to?  
To face the people, where the general belief is the "norm"  
No exceptions or individual form  
I mean no harm, but how I walk or talk shouldn't be your concern..  
As I see the truth of my world unfolding,  
The future is looking a bit vague  
Wondering, is this really where I'd like to stay?  
I love this country but I feel as if I have to be something I'm not  
The walls are closing in on me  
Funny...  
When I came here to be free.."

- Inspiration From The Rain

## **Parent Communication: (sent 2 weeks before Intensive by Andrea O'Brian - Parent Communication)**

Dear Parents,

The Middle School students are very excited about their Spring Intensive field experience into Princeton next week. We have learned how people and ideas continuously move and change depending on who they come in contact with. As we continue to study the United States and the oppression of diverse people throughout the land we want to pay close attention to the way freedom is interpreted and experienced. As we progress through this week we hope to gain understanding and appreciation for our personal history, the local history of Princeton, and a more broad understanding of the United States. To participate in the Princeton neighborhood study we will use research, and interview skills to discover immigration patterns and our place in this world.

We will be visiting At Bainbridge House, 158 Nassau Street and Updike Farmstead, 354 Quaker Road.

We will be leaving school at 9:30am

Visiting the Bainbridge House from 10:00 - 11:30

then from 11:30 - 12:30 visit the Updike Farm

Returning to school at 3:00 and will have a normal dismissal at 4:00pm

Permission slip is attached ([wufoo form goes here](#)).

We are asking each family to submit a family photo from the past. It can be a copy! It can be the oldest photo your family has. If you could send it in with your child sometime next week, with the approximate date, they will be included in our classroom timeline. (You will get them back once the week is over!)

Below is a reminder of what to bring...

Day pack to hold the following:

- Packed disposable Lunch
- Water bottle
- Sunscreen
- Watch

What not to bring: Electronics -- Candy or Gum -- Phones!

Feel free to contact your child's conference teacher with any questions.

***Remember, the anticipated arrival time back at school is 4 pm!***

Kind regards,

Andrea

### **Teacher TO DO:**

- Create SOLO Guidelines refresher
- Create Seminar Guidelines refresher

## Seminar

<http://users.aber.ac.uk/dgc/funtheyhad.html>

# The Fun They Had

By: Isaac Asimov

### Questions:

- Is wonder the same for everyone?
- How does a community change?
- Should all students learn the same things?
- What does the best environment to learn look like?

# Leadership Rubric - Field Experience

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total Points \_\_\_\_\_

Objectives	4 point column	3 point column	2 point column	1 point column	Total Points
<b>Behavior</b>	Student follows directions and rules for the field. Does not need teacher or adult correction to follow directions.	Student follows most directions rules for the field. Seldom needs corrective measures to improve behavior.	Student follows few directions and frequently breaks the rules of the field. Sometimes needs corrective action to limit poor behavior	Student does not follow adult directions and ignores the rules of the field. Frequently needs corrective action to reduce the incidence of poor behavior .	
<b>Attention</b>	Student pays attention to directions in the field and comprehends instruction as in our classroom culture. Student stays on task.	Student generally pays attention, but needs an occasional reminder to stay on task.	Student occasionally wanders either physically or mentally. Instructions and ideas sometimes need to be repeated. Student has trouble staying on task.	Student does not pay attention in field and is often distracted by others. Ideas and instruction(s) frequently need to be repeated. Student does not stay on task.	
<b>Conflict &amp; Opposition</b>	The student gets along well with peers. The student is both flexible and congenial. The student follows directions and does not disrupt the class from on task assignments.	The student gets along with others. The student is flexible and does not seek out conflict. The student follows direction and makes a conscious effort to avoid being disruptive.	Sometimes student does not get along well with peers. Can become defensive and argumentative. Sometimes the student refuses to follow directions. The student can be loud and disruptive.	Student does not get along with peers and is both argumentative and defensive. When given directions the student often refuses to follow procedures. The student is loud, disruptive.	

Reflection of student (also use back of this sheet):



# Daily Calendar, Itinerary, and Assignments

## An exploration of Freedom through a local Princeton study

### Spring Intensive

**Day 1: Thursday April 23rd, 2014**  
*Intensive week*

*Send off with 8th grade and introduction to Spring*

8:30 - 8:35	Home Room
8:35 - 9:15	Span A/ Intro group B
9:20 - 10:05	Intro group A/ Span B
10:05 - 10:25	Snack
10:30 - 11:25	English (all)
12:15 - 12:45	MTG/ Recess
12:45 - 1:05	Lunch
1:10 - 2:00	History: Introduction to Spring Intensive as a whole group (Seminar, Schedule, Weekly sign up for jobs, Homework)
2:00 - 2:30	Break into guide groups and begin first reading/ homework prep/ any explanations
2:30 - 2:50	End of day Jobs
2:50 - 3:00	End of Day MTG
3:00 - 3:50	Health/ Tech (6/7)/ Teacher's meeting

**Homework:**

- Decide what family member you are going to interview and set up interviews with them to do for tomorrow's homework
- Read [What kids learn from hearing stories](#) and write two questions for the group.

**Day 2: Friday April 24th, 2014**  
*from*

*Focus on myself and where my family originally came*

8:30 - 9:00	Community Meeting
9:00 - 12:00	Personal and Family History Activities. Explanation and guided work time
12:10 - 12:35	MTG/ Recess
12:15 - 1:10	Fitness
1:10 - 1:35	Lunch
1:35 - 2:00	Seminar on <i>What kids learn from hearing stories</i>
2:00 - 2:30	Blooms Taxonomy lesson on questions

2:30 - 2:50 End of day Jobs  
2:50 - 3:00 End of Day MTG

Homework:

- Conduct 2 family interviews and record notes and a direct quote from each!

**Day 3: Monday April 27th, 2014**

*Focus on Princeton, New Jersey and this history of*

*the state.*

8:30 - 9:00 Community Meeting  
9:00 - 12:00 Explore the history of New Jersey Activities. Explanation and guided work time  
12:10 - 12:35 MTG/ Recess  
12:35 - 12:55 Lunch  
1:00 - 1:40 History of NJ video  
1:40 - 1:35 Class MTG  
1:30 - 2:30 Research Princeton topics with NJ resources  
2:30 - 2:50 End of day Jobs  
2:50 - 3:00 End of Day MTG  
3:00 - 3:50 Music 6/7

Homework:

- Complete how NJ impacted the US reading [NJ affects the US](#)

**Day 4: Tuesday April 28th, 2014**

*Focus on the United States and some struggles of*

*America*

8:30 - 9:00 Community Meeting  
9:00 - 12:00 Explore the history of U.S. Activities. Explanation and guided work time  
[\(PBS\)](#)  
12:00 - 12:15 Solo Time  
12:15 - 12:45 MTG/ Recess  
12:45 - 1:05 Lunch  
1:10 - 1:45 Read and annotate Seminar  
1:45 - 2:30 Seminar  
2:30 - 2:50 End of day Jobs  
2:50 - 3:00 End of Day MTG  
3:00 - 3:50 Music 6/7

Homework:



**Day 5: Wednesday April 29th, 2014**

*Princeton & Farm experience: Field Experience*

*Day!*

- |               |                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------|
| 8:30 - 9:00   | Community Meeting                                                                                              |
| 9:00 - 9:30   | Finish any last minute presentation pieces, practice to yourself or with a friend, gather materials            |
| 9:30          | Board bus to the Bainbridge House (Students will take snack with them on the bus)                              |
| 10:00 - 11:30 | Bainbridge House program with walking tour                                                                     |
| 11:30 - 12:30 | Board bus for Updike, lunch upon arrival                                                                       |
| 12:30 - 1:00  | Clay pot painting and scavenger hunt                                                                           |
| 1:00 - 1:45   | Farm Fresh educational program                                                                                 |
| 1:45 - 2:30   | Community Service in the garden and plant seed in pot to take home                                             |
| 2:30 - 3:00   | Board bus and travel back to Princeton Montessori School (Upon arrival: student take bathroom and water break) |
| 3:15 - 3:50   | Journal and Reflection writing                                                                                 |
| 4:00          | Dismissal                                                                                                      |

Homework:

- Sketch completed
- Journal/ Reflection completed

**Day 6: Thursday April 30th, 2014**

*Rain date: Princeton & Farm experience*

*Project work and prepare for presentations for*

*Friday*

- |               |                                                               |
|---------------|---------------------------------------------------------------|
| 8:30 - 9:00   | Community Meeting                                             |
| 9:00 - 12:00  | Project work, and organization of materials. Guided work time |
| 12:00 - 12:15 | Solo Time                                                     |
| 12:15 - 12:45 | MTG/ Recess                                                   |
| 12:45 - 1:05  | Lunch                                                         |
| 1:10 - 2:20   | Group Initiatives & debrief                                   |
| 2:30 - 2:50   | End of day Jobs                                               |
| 2:50 - 3:00   | End of Day MTG                                                |
| 3:00 - 3:50   | Health/ Technology 6/7                                        |
| 4:00 - 4:45   | Rock Band Elective                                            |

Homework:

- Read: *You Are Brilliant, and the Earth is Hiring* by, Paul Hawken. Annotate and write two questions for Seminar tomorrow
- Begin any work and organization for your presentation of materials and information for tomorrow.

**Day 7: Friday May 1st, 2014**

*Presentations*

- 8:30 - 9:00 Community Meeting
- 9:00 - 12:10 Creation of projects and presentations (prep for 3 minutes for each student)
- 12:15 - 1:10 Fitness
- 1:10 - 1:35 Lunch
- 1:40 - 2:30 Share/ Presentations of learning with Elementary and others. (Individual self reflection for the week)
- 2:30 - 2:50 End of day Jobs
- 2:50 - 3:00 End of Day MTG

**Homework:**

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Student Daily Assignments:  
Self - Evaluation Breakdown

Did you...?	YES! (all points earned)	MAYBE? (take a few points off)	NO. (might need some extra time to work)
Stay on task when working independently?			
Use resources effectively and in a useful way?			
Double check your work before handing it in to your guide?			
Check in with your guide at the assigned times?			
Use correct spelling, grammar, and formatting on all of your work?			
Stay on websites that were shared with you? And only stay on those?			
Question the material and apply knowledge learned in lessons?			

Stay organized and kept track of papers and packet?			
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Day 2: Personal and Family Activities

✓	Due Date	Assignment Name	Self - Evaluation	Points	Student Points	Teacher Points
		1. Your Place in History		5		
		2. Timeline of events in your personal life		10		
		3. Write a personal memoir		20		
		4. Family Group Sheet (at least 2)		5		
		5. Family Interview (at least 2)		5		
		6. Grave research (at least 2)		5		
				50		

Day 3: History of Princeton, New Jersey Activities

✓	Due Date	Assignment Name	Self - Evaluation	Points	Student Points	Teacher Points
		1. Choose your location site for the Princeton tour		5		
		2. Princeton Tour checklist <a href="#">Checklist</a>		40		

		3. Used books and resources from the library. Checked in with guide regularly.		5		
				50		

Day 4: History of the United States Activities

✓	Due Date	Assignment Name	Self - Evaluation	Points	Student Points	Teacher Points
		1. Games - What Did They Say? - Scavenger Hunt Through History		20		
		2. Test your knowledge - Webisodes (1 - 11)		10		
		3. Freedom Stories - Read stories and summarize one - Share a story of your own		20		
				50		

Day 6 & 7: History of Princeton, New Jersey Activities

✓	Due Date	Assignment Name	Self - Evaluation	Points	Student Points	Teacher Points
		1. Organization of materials from field study.		10		
		2. Presentation of learning goals and learning outcomes		10		
		3. Follow the project guidelines and include all aspects. <ul style="list-style-type: none"> <li><input type="checkbox"/> Title/ Location</li> <li><input type="checkbox"/> Description of location (Fun Facts)</li> <li><input type="checkbox"/> Supplemental image or piece that was not shown on tour</li> <li><input type="checkbox"/> Sketch or journal entry</li> <li><input type="checkbox"/> Direct quote from field experience day</li> <li><input type="checkbox"/> Direct quote from family interview</li> <li><input type="checkbox"/> Include some part of your memoir piece</li> </ul>		50		
		4. Was on task and focused during guided worktime.		10		
		5. Completed a gift card for every class member and handed in to guide.		10		
				100		

## Sketches

Use the following sheet of paper to sketch your favorite scenes from our field experience. One from the Bainbridge House and one from the Updike Farmstead.

Location:



Location:







## Journal

Use the following sheet of paper to Journal. These should be handwritten and use your best reflective language.

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# Day 6: Project Work - Spring Intensive

## Description:

We have learned how people and ideas continuously move and change depending on who they come in contact with. As we continue to study the United States and the oppression of diverse people throughout the land we want to pay close attention to the way freedom is interpreted and experienced. As we progress through this week we hope to gain understanding and appreciation for our personal history, the local history of Princeton, and a more broad understanding of the United States. To participate in the Princeton neighborhood study we will conduct research, and interviews to discover immigration patterns and our place in this world.

## Project Breakdown:

The project should include the following...

- |                                                                                 |       |
|---------------------------------------------------------------------------------|-------|
| <input type="checkbox"/> Title/ Location                                        | 5 pt  |
| <input type="checkbox"/> Description of location (Fun Facts)                    | 10 pt |
| <input type="checkbox"/> Supplemental image or piece that was not shown on tour | 5 pt  |
| <input type="checkbox"/> Sketch or journal entry                                | 10 pt |
| <input type="checkbox"/> Direct quote from field experience day                 | 5 pt  |
| <input type="checkbox"/> Direct quote from family interview                     | 5 pt  |
| <input type="checkbox"/> Include some part of your memoir piece                 | 10 pt |

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/ 50 points

Options for presentations OTHER THAN GOOGLE PRESENTATION:

- iMovie
- Powtoon
- Prezi
- Keynote
- Prezenti
- Slidrocket
- Slide Shark
- Slide dog
- Mediashout
- Kineticast
- Go Animate