

FIELD TRIP RATIONALE FORM

(Required by the State Department of Education)

SCHOOL / LOCATION NAME: West Side High School 403 south Orange Avenue, Newark, NJ 07103
ACTIVITY: View Ancient Egyptian, Greek, Roman, Renaissance, Baroque, African American and Contemporary Art; attend a dinner theatre and view a Eurocentric performance, listen to a lecture about the importance of obtaining an education and choosing a career in education.
DESTINATION: Museums and cultural centers in Baltimore and Columbia, Maryland
DATE OF TRIP: April 15 – 16, 2011

Subject Relatedness Pre-Planning:

The Students will...

- Learn the 100 Words students should know after completing a particular grade (see attachment)
- Participate in the New Jersey Future Educators West Side Chapter "30 Book Let's Read Challenge" October 2010 – March 1, 2011
- Actively engage in the New Jersey Future Educators Association (NJFEA) January 2011 Book Drive
- Independently visit the Newark Museum, view an exhibit of their choice, show proof of attendance
- Obtain a Newark Public Library card
- Synthesize information and form opinions regarding notable African Americans:
Benjamin Banneker, Mathematician and Astronomer
Sissieretta Jones, Opera Singer
Catherine Ferguson, Pioneer Educator
Phillis Wheatley, Poetess
Jan Matzeliger, Inventor
Henry Ossian Flipper, First black West Point Graduate
Mathew A. Henson, Co-Discoverer of the North Pole
Maggie Lena Walker, First Woman Founder/President of a Bank
Paul Robeson, Athlete, Stage and Screen Star
Mary McLeod Bethune, Educators, Presidential Advisor
Ronald E. McNair, Ph.D., NASA Astronaut
Patrick Francis Healy, America's first Black Ph.D. and 29th President of Georgetown University
Alain Locke, First black Rhodes Scholar

Spanish III students will ...

- study works of art of the renaissance, baroque, and 20th century painters via a virtual reality visit to the Prado Museum, Madrid, Spain
- read the literature of Nicolas Guillén, Miguel Barnet's *La autobiografía de un cimarrón (The Autobiography of a Runaway Slave)*, Gabriel García Marquez, Miguel de Cervantes, Sandra Cisneros, Julia Alvarez, Junot Díaz
- Synthesize information regarding the Arawaks and Tainos

Trip Description / Activities:

View the exhibits at

- The National Great Blacks in Wax Museum
- Reginald Lewis F. Lewis Museum of Maryland African American History & Culture
- The Walters Museum – Ancient World: Community life In ancient Egypt, the Near East, Greece and Ancient Americas
- Toby's Dinner Theatre: Attend a Eurocentric performance
- Howard County Center of African American Culture, whose mission is to serve as a resource for the acquisition, preservation, interpretation and promotion of African American history

education and culture from local, regional, and national perspectives.

Establishing Intergenerational Dialogue: During the trip Spanish III Honors, Heritage and Native Spanish-speakers will teach the support staff some of the information and language structures learned in class (e.g. weather, how to ask for something/food, telling time, clothing, and important historical information).

- Students will create a photo journal/video documentary of the entire trip.

Reflection

- The students will write in their journal what they've learned after each activity and / or learning experience.
- Q&A period prior to going to bed on 4/15/2011

Visit Top of the World Observation Level

Lecture at the Art Studio, 507 South Central Avenue, Baltimore

- Students will listen to lectures about the *"Importance of Obtaining an Education, The Challenges and Benefits of a Career in Education"*, and the educational opportunities that Morgan State University has to offer.
- The distinguished panel of educators have confirmed that they will be in attendance are: Shirley Frazier – M.Ed., Octavia Carter, retired Principal from Prince George and Howard County school districts, Cisco the Artist, Rochelle Archelus - MS, Assistant Principal, Morgan State University – Teacher Education and Professional Development Department
- Students will critique and evaluate the art work of Cisco the Artist; and will be instructed on how to create a sketches/etchings/collage of their learning experiences in Maryland.

Follow-up:

ENDURING UNDERSTANDING

Part I

Students will answer the following questions (Spanish III Honors, heritage and Native speakers will answer the questions in Spanish):

1. What are the similarities and differences between the exhibits that you saw at the Newark Museum with those of the Walters Museum?
2. How would you compare your life with that of the Egyptians, Greeks, Romans and Near East people?
3. What did all of the museums/cultural centers have in common?
4. How does art reflect what is going on in a society?
5. What was your favorite genre of art?
6. National Great Blacks in Wax Museum: How did you feel or think about while viewing the replica of a slave ship and scenes depicting the hardships Black people experienced during slavery?
7. In your opinion, why do you think Harriet Tubman was successful in all of her Under Ground Railroad activities?
8. What was the most important thing you learned at the Reginald Lewis Museum?
9. While viewing the presentation at Toby's Dinner Theatre, what impressed you the most? Was it the actors, the script, costumes or the singing?
10. Education: What are you going to do to ensure you achieve your educational goals?
11. How has traveling to Maryland changed your views on life?

Part II Students will evaluate the trip

Part III Students will create a booklet and a Power Point Presentation describing the Maryland travel experience and present it to the entire West Side High School family

NJCCCS:

Language Arts

- 3.1.12G25 (Analyze foundation U.S. documents for their historical significance)
- 3.112H3 (Develop increased ability to critically select works to support a researched topic)
- 3.1112H7 (Critique the validity and logic of argument advance in public documents)
- 3.2.12A1-9(Use computer and word-processing soft ware to compose, vise, edit and publish a piece)
- 3.312D1 (Speak for a variety of purposes)

Social Studies Standards: 6.1.12 United States; 6.2.12 World History

World Languages 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

Technology

- 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- 8.1.8.A.2 Plan and create a simple database, define fields, input data, and produce a report using sort and query.
- 8.1.8.A.3 Create a multimedia presentation including sound and images

WORKPLACE READINESS SKILLS:

- n 2.2 Select appropriate tools and technology
- n 2.3 Access and use technology
- n 2.7 Use technology and other tools to solve problems
- n 3.8 Organize, synthesize, and evaluate information
- n 3.15 Apply problem-solving skills to design projects
- n 4.1 Set short and long term goals
- n 4.2 Work cooperatively
- n 4.5 Provide constructive criticism
- n 4.9 Use time efficiently

THINKING SKILLS:

- n observe, decide, synthesize, interpret, problem solve, evaluate

LINKS TO OTHER STANDARDS & SUBJECTS:

- n Arts 1.2, 1.3
- n Language Arts Literacy

21 Century Skills

21st-Century Life and Careers

Standard 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.