



Historical and Cultural Learning Experiences

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NPS Building: Norfolk High School/ AFS

Grade: 12th Grade, 9th Grade, 10th Grade, 11th Grade

Subject: ELL

Amount Requested: \$750

Project Summary: To begin with, ELs are taking part in a variety of cultural and learning experiences in the Sioux City area. First, students are visiting the historical Lewis and Clark Interpretive Center to discover the contributions of early settlers and explorers in the Sioux City region; moving along, the ELs are exploring the Sergeant Floyd River Museum and Welcome Center where they will be able to tour a dry-docked motor vessel that has been decommissioned from the US Army. Finally, ELs are taking a trip back in time through the exhibits at the Sioux City Public Museum.

Itemized Budget: Sioux City Lewis and Clark Interpretive Center = free admission
Sergeant Floyd Museum and Welcome Center = free admission
Sioux City Public Museum = free admission
Cost of bus estimate = \$500
Food (\$7 per person x 35) = \$245
Total Cost = \$745

Timetable and Plan: March:

Week 1

- 1) Read about and explore the history of Lewis and Clark in Nebraska, as well as their history in the entire United States
- 2) Research contributions of Lewis and Clark
- 3) Introduce and practice academic vocabulary related to the above items

Week 2

- 1) Explore early settlements in Nebraska and choose one
- 2) Prepare a presentation detailing the specific early settlement

Week 3

- 1) Travel to Lewis and Clark Interpretive Center, Sergeant Floyd Museum and Welcome Center, and the Sioux City Public Museum
- 2) Choose one item or photograph on display, and take notes on it.

Week 4

- 1) Prepare and deliver a presentation about their chosen display or photograph.

Evaluation/Measureable Result: How will you know they learned it?

These trips will have two primary educational outcomes: to aid in the acculturation of ELL students, and to give them opportunities to practice their conversational and academic English in a real world setting. There will be several weeks of practice building up to each of these trips, as well as a culminating project for each. Students will participate in a variety of culminating activities focused on showcasing the information acquired through these educational experiences. Rubrics will be provided prior to their trips, so students will know what they should be focused on learning throughout the activities. The ELs will be involved in sharing their final products, which will allow the teacher to determine, based upon the rubrics, whether or not the students are grasping the content covered through the educational ventures.

How will you respond if they don't learn it?

If the students do not learn the content through the educational experiences, reteaching will take place utilizing digital content and virtual learning experiences. The ELs will then need to take part in a summative assessment, with retakes on the information, until understanding of the topic is sufficient.

How will you respond if they already know it?

If students already know the content, opportunities for enrichment will be provided. The educational experiences, by nature, provide ample opportunities for enrichment. Each student will begin with their current knowledge, which will vary from student to student, and they will then follow their own path of learning through these academic undertakings.

How will you share information with colleagues and parents to cultivate growth in the district?

ELs will create culminating projects that illustrate the main topics covered in each educational experience. These projects will be in various formats, and the final products will be presented to staff and parents through digital means. In particular, Google Classroom, Gmail, as well as other messaging systems will be utilized. Parents will also be encouraged to participate in virtual trips that some of these museums offer to allow them to see what their own children are learning; this will foster communication within the home and community as students and parents are able to discuss their experiences.

Teacher Comments: This trip will be invaluable experiences for our ELL students. It is important to note that many of our students have never had experiences like these: they have never been on field trips, witnessed a museum, or even used the library. In addition to teaching the English language, we are also responsible for our students' acculturation to the United States. This can never be fully accomplished in the classroom alone—these trips serve as an important part of that piece of their education.

The Sioux City excursion will show students an important piece of American history they would otherwise only read about in their history books; it would also give students a chance to apply what they've learned in their Social Studies classes while also practicing their academic English.

ELL students absolutely need trips like these. This grant will allow them to have experiences that will not only benefit their English and acculturation to the US, but also give them positive and eye-opening memories. It is a sad reality that many of our students have very difficult and complicated lives outside of school, and these trips—in addition to their academic value—will provide students with a much-needed respite.