

New York Adventure

Grade Level: 3rd Grade

Subject: English / Composition

Length of Time: 40 min

Objectives and Outcomes: Students will feel they have traveled to the Statue of Liberty and Ellis Island. They will learn facts about the Statue of Liberty as well as writing about it in first person descriptive narrative.

Assessment and Evaluation: Students write a postcard home about their experiences.

Materials Needed:

- postcard template

Procedure:

1. The teacher leads the students on a guided narration. The narration should be in the teacher's own words and, if possible, from their own experience.
 - a. All right class, today we're going to go on a field trip to the Statue of Liberty. (gruff security guard voice) All right, all right, stand in line so you can go through security. (as I had them go through security one by one, I made beeping sounds and added that some needed to empty their water bottles or go back and take off their watch)
 - b. Now we are through security, it's time to board the ferries. We're so cramped in, since hundreds of people are on the ferry. We really need to scoot in, closer, closer. We want to make sure we're not sitting down, so we can let the elderly have the seats.
 - c. Look, now we can see the Statue of Liberty! It's amazing that it's 305 feet tall! Can you see the people at the top? Let's wave at them.
 - i. other class specific facts can be interspersed into the lesson.
 - d. Now we're going to climb to the base of the Statue of Liberty. Does anyone want to take the stairs? I don't want to hear complaining if you decide to take the stairs and not the elevator. Who would like to take the stairs?
 - i. My teaching assistant took half the students who wanted to take the elevator and I took the rest up the "stairs". We circled around the tables and at one point I told them I was too tired to go on and they had to push me. Many of them later drew pictures of it.
 - ii. Once we reached the base, the students spread out and took pictures of each other and the view.
2. Gather up the class and ask them what they did on their field trip.
 - a. what was it like on the ferry?
 - b. how many steps did they have to climb to the base?
 - c. who do they want to tell their adventure to?

3. Pass out template to students and ask them who they want to write home to. Have them write about their experience and draw a picture on the back.

Closing: If time, read some of the postcards outloud.

Assessment and Evaluation: When asking students about their experience, students should be able to describe detailed sequencing of events and facts about their “trip”. The postcard should reflect this.

Modification and Differentiation: In the first class, I tried to go to Ellis Island and the Statue of Liberty, but it seemed too much for a short amount of time. Picking one worked best for the time period.

When asking the class who they missed on the field trip, many of the students responded “Miss Grace”, our AmeriCorps Volunteer from the year before. The majority of the students sent the letters to her. It helps to have a specific person they are writing to (e.g. mom, sister, best friend, Miss Grace, etc.).

Writing example:

Dear Miss Grace,

I was sad that you didn't come. We went to the Statue of Liberty. I took some pictures. I'll send it at the back. We took the elevator and some people took the stairs and they needed to push Miss Christy up the stairs. I'll send a picture at the back. I'm glad I didn't push her.
Your friend,

A****

Dear Miss Grace,

Me and my class went to New York City and you should have been there. It was fun. We went through security, then went on a ferry. We standed up so the elderly could sit. Then we saw the Statue of Liberty. We saw people. It was so fun and cool and that was the trip.

N*****

Dear Miss Grace,

We went to the New York Landmark. We went through the scanner and we went on a boat called the ferry. When we got there, I took a selfie at the top and I wish you were there.

N*****