

Canton Alliance for Public Education, Inc.  
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## Grant Application

Grant Applications must be postmarked no later than April 15, 2005 and mailed to:

Grants Committee  
Canton Alliance for Public Education  
P.O. Box 482  
Canton, MA 02021

**ONLY APPLICATIONS SUBMITTED ON THIS FORM WILL BE CONSIDERED.  
APPLICATIONS MUST BE TYPED.**

*(Electronic file is available online into which text may be entered.)*

Name of Applicant(s):	Elaine McCarthy/ Department Coordinators Galvin
Position:	Social Studies Coordinator
School/Organization:	Galvin Middle School
Date:	09/26/05
Project Title:	Grade 8 Multidisciplinary Exit Project : Civil War Reenactment and Encampment
Amount Requested:	\$2,600.00
Signature of Applicant:	
Name of Supervisor:	Thomas LaLiberte
Position of Supervisor:	Principal, Galvin Middle School
Signature of Appropriate Supervisor:	

**I Describe your project**

*Show how your project is creative or innovative, augments and/or enhances the curriculum, builds on existing resources and is sustainable.*

The entire 8<sup>th</sup> grade team of teachers would like to hold a Civil War Reenactment Day Exit Project† for the entire 8<sup>th</sup> grade community of students, teachers, parents, and community. For a two-week period following MCAS, students will be immersed in the study of the Civil War in every content area subject and related subject area.

**Specifically: Activities for Civil War Reenactment****Science:**

Consistent with the Science/Technology Frameworks, student will learn about aerodynamics, vacuums, and the properties of heat by designing, building, and launching hot air balloons. Hot air balloon technology was first used during the Civil War to detect troop movements in the field. Students will launch their hot air balloons at midday. Each balloon will have a Civil War trivia question attached to it along with the phone number of the school. In this way, students who successfully launch their balloon can trace their balloon movements as the public calls in the answers to the Trivia Contest.

**English:**

Consistent with the Language Arts Standards, Student will read primary source materials written by soldiers during the Civil War. Students will study selected work by Whitman, Whittier, and other period authors and poets. Students will read a literature selection about the Civil War. Students will write their own letters and poems home to their loved one on the eve of battle. As was done prior to real battles, students will pin these final goodbyes inside their battle dress before the enactment. Students will share their selections with the public and each other during the Reenactment Day.

**Math/Communications:**

Students will study the relationship of one-to-one correspondence in functional form consistent with the study of algebra by serving as the spies and cryptographers during the Reenactment. Students will create their own spy codes using mapping that is consistent with functional forms in algebra. Students will design and build working telegraphs to transmit their codes to battle.

**Social Studies**

Supporting the social studies frameworks, students will study the weapons, battle tactics, and major battles of the Civil War. Students will demonstrate their understanding of these tactics and battles by recreating for the public the reenactment of the Battle of Antietam or Sharpsburg. Students will maintain their role throughout the day and be prepared to answer questions from the public on the people, places, and events at this time period.

**Foreign Language**

Students will study the different ethnic units that were embedded in the Union Army. Some of these units include The Franco-American Unit, The German-American Unit, and Chinese Unit, and the Massachusetts 54<sup>th</sup> Regiment. Student will study their contributions to the war effort, design regimental flags, and create posters

to highlight each group. Students will wear regimental uniforms similar to the colors worn by these groups.

**Health**

Students will study the medical technology and practices of the Civil War period. Students will also learn about the great contributions of nurses like Harriet Tubman and Clara Barton. The contributions to antiseptic by Joseph Lister will be studied as well. Students will dress in hospital garb and maintain the camp hospital. Students will remain in role and be prepared to answer questions on the medical practices of the period.

**Music**

Students will study the patriotic songs of the Civil War and the effect these songs had on training and morale. Students will study the battle songs for the North and South and perform before and during battle for the public and as part of the reenactment.

**Art**

One of the reasons the Civil War is so well documented in American History is due to the fact that the camera had been invented. Thanks to the hard work of Matthew Brady and his camera crews, history is replete with pictorial evidence of the Civil War. Students will study the work of Matthew Brady and view the Civil War from a pictorial point of view. Students will produce their own sepia colored chalk drawing from actual pictures taken from the War.

**Physical Education**

The physical education department will serve two functions during the reenactment. Students will be taught the basic drill and conditioning routines that the soldiers used during the War to remain in good physical condition. Students will demonstrate these drills during the reenactment. In addition, students will have a midday break to have a baseball game between the north and the south. Abner Doubleday invented baseball during the Civil War. He was a soldier himself. Armies used his new game of baseball to help condition the soldiers and to ward off boredom as soldiers waited long days for battle. Students will use the original baseball rules and equipment, though.

This multidisciplinary unit is consistent with the Massachusetts Frameworks for each subject area. Each activity has been backwards-designed to ensure that the project is standards-driven as outlined in the respective Frameworks for each subject area. The State of Massachusetts encourages the use of Interdisciplinary Projects to develop learning that transfers from subject area to subject area. The State of Massachusetts has also encouraged the use of major Exit Projects, at certain grade levels, to demonstrate the use of multidiscipline learning. Exit Projects are encouraged at grade levels where students are ready to transfer to another school. Grade eight is perfect for such an Exit Project.

The project will carry over from year to year.

**2** What are the project goals, objectives and timeframes?

The **goal** of the project is to provide the students with a total emersion, experiential approach to learning that is consistent and supports state standards, promotes reading, writing, and public speaking, and develops an affective, emotional connection to a topic. Individual content area subjects will meet objectives set by their individual state frameworks. Students will begin their 8<sup>th</sup> grade total emersion unit on June 1<sup>st</sup> and conduct their community Civil War Reenactment the last Friday of school in June. This will be an on-going sustainable project after the first year.

**3** What will the impact of your project be on students and teachers?

*Include the numbers of students and/or teachers who will be impacted and the nature of the impact. How will students be selected to participate in this project? If the project impact will continue beyond the project period, describe the future impact.*

The number of students serviced by this project includes the entire student body for grade 8 which is approximately **240** students.

**All subject areas** are involved in this two-week project. All 8<sup>th</sup> grade teachers from every discipline will participate.

Community support and community response to this project has been both enthusiastic and wide-spread. Parents will be encouraged not only to attend but parent volunteers are needed to participate during the Reenactment. Every attempt will be made to provide an authentic and realistic Reenactment Day for the students and community. Parents are needed to cook the midday meal for student. Parents have volunteered to help with the pup tents. Pup tents were invented during the Civil war, as well. The material for the tents has already been purchased. Parents will be needed to turn the cloth into tents for bivouac areas.

**4** Describe the relevance of your project to goals for you as a teacher, your students, your classroom, an individual school and/or the Canton Public School system.

*CAPE is interested in funding projects that relate directly to curriculum, building or system plans and goals. Explain how your project will address one or more of these areas.*

Multidisciplinary Projects occur when more than one subject area is immersed in a topic. This can only happen when a concept, instruction, and resulting activity fit naturally together according to standards. An Exit Project on the Civil War meets all such requirements. The standards-driven sequence is as follows:

- The **Driving Question** which will energize this multidisciplinary unit is:  
*Why is the Civil War known as the first modern war in American history and what effect has this war had on shaping the course of the American Experience?*
- The **Culminating Task** will be a Civil War Day and Reenactment which will consist of student displays, characterizations, demonstration of knowledge, and role plays for the community.

- The **instructional/ curriculum choices** for each subject area will help students to achieve their culminating task and standards for each subject area.
- **Performance Standards** will include acceptable levels of performance for each subject area through the development of Rubrics

## 5 Project Evaluation: *What methods will you use to evaluate the project?*

### Assessments for Civil War Reenactment

All assignments and assessments will be performance-based. All performance-based assessments will be accompanied by rubrics.

#### **Science:** ( schematic, paper)

- Students will study aerodynamics, the properties of vacuums, and the properties of heat and heated air. Students will produce a schematic of their design and build their own hot air balloons.
- Students will write a group paper outlining the properties they have learned and explain how hot air technology works. Students will incorporate into this paper an understanding of how hot air technology was used during the Civil War.

#### **English:** ( differentiated writing assignment)

- Students will study the writing and works of the Civil War writers and poets. Students will study the importance of primary source documents during battle, particularly the use of diaries, letters, and poems that soldiers wrote to bid farewell to loved ones. Students will also read a literature selection.
- Students will produce a differentiated writing piece, similar to the period, to be pinned inside their uniform before battle. Students will be selected to read aloud their farewell before the reenactment battle begins.

#### **Math/Communications:** ( functions and their practical usage)

- As part of algebra, students study functional form and the one-to-one correspondence between variables. Students will apply this knowledge of functional form by creating spy codes to be used by each army. Encrypted messages have long been a mainstay in military operations. Encrypted messages were important, not only to the commanding officers, but also to the numerous spies for both armies.
- Students will also reinforce the use of functional form by studying Morse Code and the one-to-one correspondence found in its design. Students will demonstrate proficiency in Morse Code by coding a brief message given by the teachers.
- Students will deliver their encoded messages by designing and building working telegraphs. The telegraph was first used during the Civil War. This was the first time in history that commanding officers could command units and not be at the actual battle.
- Students will demonstrate the use of their telegraph and their coded messages prior to the reenactment battle.

#### **Social Studies:** ( Open-ended writing assignment: Battle Plans and field Instructions)

- Students will demonstrate their understanding of the tactics, weapons, troop movements and military strategies used during the Civil War by developing battle plans and field instructions before the war.

**Foreign Language:** ( posters)

- Students will highlight their study of the different ethnic units that participated in the civil War by creating a poster showing the background and major accomplishments of each unit studies. Included in this poster will be the uniform, regimental flag, battles fought, casualties, and survivors.

**Health:** ( posters, biographies)

- More soldiers died from disease and infection than on the battlefield. Students will demonstrate an understanding of the medical practices, state of medical technology, lack of hygiene, and major people in the field of nursing and use of antiseptics by creating posters to display their information.

**Music:** ( songs)

- Students will demonstrate an understanding of the importance of songs for morale and as a medium of cultural expression by demonstrating before battle and by singing as they enter the battlefield. North and south will learn the actual songs the soldiers used , as well as their historical meaning.

**Art:** ( drawing)

- Students will study the use of the camera for a pictorial history of the Civil War. Students will demonstrate an understanding of the War by reproducing actual photos using a medium of sepia-colored chalk. Pictures will be on display during the Reenactment Day.

**Physical Education:** ( Baseball, drilling)

- Students will demonstrate the importance of drilling to maintain a well-regimented army by practicing close order drilling. Students will demonstrate a proficiency by performing close order drills in their respective encampments.
- Abner Doubleday was a soldier who served in the Civil War. It was during this time that he invented the game of baseball. Troops used this new game to relieve boredom and for physical exercise as they spent long hours awaiting battle. Students will demonstrate an understanding for the game by conducting a mid-day baseball game between the Union and Confederate Armies, using the original rules and equipment of the day.

**Computer Science**( software and processing support)

- Computer science will serve as a support piece to all subject areas to offer students internet research time as well as Microsoft word processing time to finish their writing pieces.
- Numerous interactive Civil War sites are available and will be used during computer classes to reinforce content area learning and to complete content area assignments.

- 6** Briefly describe how the funds requested will be used. Complete the Budget Request Form.

*Expenses should be reasonable and be consistent with the proposed goals and objectives.*

Please note that CAPE generally does not provide funds for refreshments. CAPE looks positively on projects that build on existing school and community resources.

<b><u>Itemized Expenses by Content Area</u></b>			
<b>Science:</b>			
Tissue Paper		\$50.00	
Propane Tanks		\$500.00	
			<b>Subtotal Science      \$550.00</b>
<b>Social Studies:</b>			
Athletic Pinnies			
Gray (120 X \$5.00)		\$600.00†	
Blue (120X \$5.00)		\$600.00†	
Non-latex Water Balloons		\$100.00	
Dowels for Pup Tents		\$200.00†	
Tent stakes		\$50.00†	
			<b>Subtotal Soc.St.      \$1550.00</b>
<b>Math:</b>			
Wire:		\$50.00†	
Nails:		\$10.00	
Batteries:		\$100.00	
Switches:		\$120.00†	
Plywood		\$ 20.00†	
			<b>Subtotal Math:      \$300.00</b>
<b>English</b>		NA	
<b>Art:</b>			
Paper		\$50.00	
Sepia Chalk		\$50.00†	
			<b>Subtotal Art:      \$100.00</b>
<b>Music</b>		NA	
<b>Foreign Language</b>			
Poster Board		\$50.00	
Cloth		\$50.00†	
			<b>Subtotal F.Lang.      \$100.00</b>

<b>Wellness</b>			
Cloth for uniforms	\$50.00†		
Poster Board	\$50.00	<b>Subtotal Wellness</b>	<b>\$100.00</b>
<b>Physical Education</b>	NA		
		<b>Grand Total All Disciplines:</b>	<b>\$2,600.00</b>
†Reusable supplies that can be used every year equals \$1,740.00			

**7** Do you have any other sources of funding for all or parts of this project? If so please describe these resources.

Not at the moment. Some materials I have purchased with my own funds.

*Please share any other information that which would be helpful in understanding your project, including information about an other applications or requests to other sources for funding.*

**Budget Request Form**

*Line Item Requested* *Amount*

**Expenditures** *(Insert additional table rows as necessary)*

**1** Contractual Services/ Personnel Related

	\$
	\$ 00.00

**2** Supplies

	\$
Refer to #6 above for an itemized listing.	\$
	\$
	\$

**3** Materials & Equipment

	\$
	\$
	\$
	\$

**4** Other

	\$
	\$

**Total Grant Request** \$ 2,600.00

**Additional Funding Sources** *(if applicable)*

<b>1</b>		\$
<b>2</b>		\$
<b>3</b>		\$
<b>4</b>		\$

**Total of Entire Project** \$ 2,600.00