

Boston Project Kit

Congratulations! You're going to Boston! Use these project ideas to enrich your educational experience. Read through them before you go to make sure you understand the terms and concepts, and to help you determine if you want to expand upon any of them. **You'll find fun facts and printable worksheets at the end of this packet.**

a- elementary level activity b- middle school level activity c- high school level activity

Language Arts

Boston's rich history is full of so many interesting stories! Now is your chance to write your own. Using the places you'll go and the people you'll learn about, write a fictional story centered around Boston. The setting must be somewhere in New England, but it can be set during any time period and include any characters. Make sure to include all of the proper elements of a story (setting, character, introduction, plot, conflict, resolution).

- a. Draw a storybook or write a short story with illustrations inspired by Boston.
- b. Write a short story inspired by your visit, including a main character and the main elements of a story (setting, plot, conflict, and resolution).
- c. Choose between writing a fictional first-person narrative or a screenplay inspired by your visit. Be sure to include all the proper elements of a good story, as well as character development.

Materials required: Notebook, pen/pencil

Submission: A copy of your writings/drawing, and any pictures/videos

Teaching or learning notes:

Applied Math

Everywhere you look there is visual math. Notice the accuracy of the engineering, and all the application of math all around you, in the architecture, street layout, etc. Everyone who was part of building the city and its buildings had to be proficient in math. Find applications for mathematical thinking and calculation all around you.

- a. Go on a shape hunt. Draw and label the shapes you find. Also, draw a representation of at least two patterns you find.
- b. Look closer at one aspect of the city. It can be anything: building design, general layout, a public park, etc. Detail the math it would take to create it. Try to identify at least one part of your chosen area which would require math or skill beyond your current understanding. What could you do to learn that skill?
- c. Math is everywhere. Imagine you are one of the people working in the city on a building project. Describe your project and what you would need to know and do to complete it. Choose at least one application of math that you see, estimate measurements, and use calculations to show how the worker designed and created that element.

Materials required: Notebook, pen/pencil, calculator or smartphone (optional)

Submission: Your calculations, estimations, and conclusions, and any pictures/videos

Teaching or learning notes:

Science

Visit one of the aquarium or zoos in Boston. Every animal has a unique life history. A “life history” is the story of an animal’s life from birth (or fertilization) to adulthood (and death). How many different ways can an animal begin it’s life? Are some animals more independent as babies than others? Why do you think this is? What about their lives affect how vulnerable they are when they are born? What kinds of animals raise their babies, and what kinds don’t? How does this affect how many babies survive to adulthood?

- a. Choose an animal to think about these questions for. Draw or write about your ideas.
- b. Discuss and diagram the unique life history of one of the animals you see. Write a paragraph about your findings.
- c. Discuss the life history of one of the animals at the aquarium or zoo. Write a short essay on your findings. Then, explore animal keeping. What kinds of things does the aquarium or zoo need to keep in mind about each animal's' life history when it is designing its living space and their plan for taking care of it? Does the aquarium or zoo have breeding programs for any of the animals? What are they working on currently? Ask a keeper/docent/employee.

Materials required: Notebook, pen/pencil

Submission: A copy of your drawings, diagrams, maps, or designs, and any pictures/videos

Teaching or learning notes:

Social Studies

Boston is a popular tourist location. Throughout your trip pay attention to the people around you. Can you tell if any of them are foreign travellers? Do some come from other states? How can you tell? What other languages can you hear? How far did they travel? Do they look like they're enjoying their vacation? How large are their groups that they are travelling in? How well do you feel Boston is representing America?

- a. Pay attention to the people around you. Find at least one group of tourists and see if you can find out where they are from. Be discreet and polite while you look and listen for clues. Write down the clues you found. If you are brave, ask them where they are from and tell them you hope they are having fun on their trip!
- b. See how many languages or accents you can identify. Where are those languages or accents spoken? What can you guess about the travellers based on their language or accent? How far did they have to travel to come to Boston? Why do you think they picked this city? Is there anything like this in their home country? Write about your ideas.
- c. What makes Boston so popular for tourists? Do a little research about the area, including major historical events. Write a short essay about Boston including a timeline and why it is such an interesting city.

Materials required: Notebook, pen/pencil, smartphone (optional)

Submission: A copy of your writings/drawings, and any pictures/videos

Teaching or learning notes:

Social Studies

There are a lot of people in Boston! Choose one of the locations you visit to analyze how they handle the crowds? What sorts of tools does it employ to manage people and prevent unsafe crowding conditions? What sorts of tools does the park use to limit the number of people who attend the park in a day? What types of attractions does the location utilize to help with crowd control? How do people respond to these tools? Do they notice? How many people do they need to employ to help manage their guests? What affect does the layout of the park have on the movement of people? Can you see these same principles in use in the planning of large cities or other social environments?

- a. Notice how many people are at your location. Discuss some of the things they do to control crowding and help make each guest's experience pleasurable. Write down the techniques you see and how often you see them being used.
- b. Discuss crowd control pre-entrance, during guest stay, and around specific attractions. Analyze the layout of the location and if/why certain features were designed with the purpose of managing crowds.
- c. Discuss crowd control and analyze the layout of the location. Discuss the things you've seen in light of larger social environments you've been in. How universal are these techniques? What are your ideas for improving guest experience at your location?

Materials required: Notebook, pen/pencil, park map

Submission: A copy of your writings/drawings, and any pictures/videos

Teaching or learning notes:

Places to Visit in Boston: (How many places can you visit?!)

- New England Aquarium
- Freedom Trail Tour
- Downtown
- Cheers
- Skywalk Observatory
- Museum of Science
- Fenway Park
- Six Flags
- Harvard
- MIT
- Old State House
- Salem Witch Museum
- Museum of Fine Arts
- Lexington & Concord
- Paul Revere House
- Museum of Natural History
- JFK Library and Museum
- Franklin Park Zoo
- Peabody Museum of Archaeology
- Old Sturbridge Village
- Boston Tea Party Ships & Museum
- Old North Church
- U.S.S Constitution Museum
- Bunker Hill Monument
- Coit Observatory at Boston University
- Boston Harbor Islands
- Boston Public Gardens
- Boston Common
- Quincy Market
- Granary Burying Ground
- Trinity Church
- _____
- _____
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- _____
- _____

Culminating Project:

Create a timeline for Boston. Using all of the information you've learned throughout your visit, create a timeline that covers Boston's beginnings through today. Make sure to include all relevant dates, events, and people and where you learned about them. Draw pictures to illustrate your timeline.

- a. Include at least 8 events or people.
- b. Include at least 15 events or people.
- c. Include at least 25 events or people.

Tip: Create a blank timeline for your trip that you can carry with you and jot down notes as you go. You can find blank printable timelines on the internet, or create your own. Then turn your note-taking timeline into a finished project as a review of your trip once you've returned home.

FUN FACTS

- The city that's an icon of the American Spirit is named after a town in England. Many of Boston's early settlers were from Boston, England, and decided to keep the name.
- Boston Common is stretch of green sanctuary within the city of Boston dates back to 1634. It's the oldest public park in the United States.
- A favorite American sweet snack for decades, the Fig Newton is actually named after the Boston suburb of Newton, Massachusetts.
- Fenway Park is another American icon found in Boston. It's Green Monster is so renowned, The Red Sox have actually patented the shade "Fenway Green."
- The very first chocolate factory in the United States was build in the Lower Mills section in the Dorchester neighborhood of Boston.
- In January 15, 1919, a storage tank holding more than 2 million gallons of molasses burst, sending a giant wave of the hot syrupy substance through the North End of Boston. It killed 21 people and several horses and injured more than 100 others, making it the worst molasses-related accident in history.
- Boston built America's first subway, the Tremont Street Subway, back in 1897.
- Boston's Ted Williams Tunnel is the deepest in North America, running nearly 90 feet underneath the earth's surface.
- The biggest art theft to date occurred in Boston on March 18, 1990. Two thieves posing as cops stole 12 paintings worth a total of \$100 million from the Isabella Stewart Gardner Museum.
- Colored lights on top of the old John Hancock Tower tell Bostonians the daily weather forecast. The options are solid blue, meaning it's a clear day; flashing blue, signifying a cloudy day or clouds are coming; solid red, saying there's rain coming; and flashing red, meaning snow is coming. In the summer, flashing red means the Red Sox game is rained out.

Boston

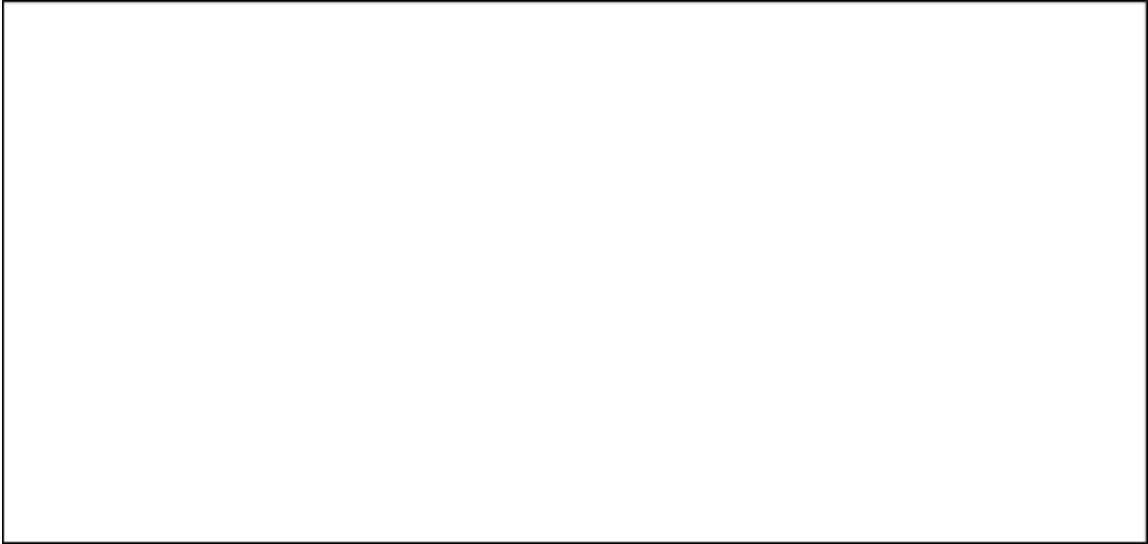
1. Draw a picture of your favorite animal you saw.



2. Describe 4 different ways that you saw animals move.

3. What is your favorite thing you learned about Boston's history?

4. Describe or draw your favorite location you visited.



5. Fill the box with as many historical people who lived in Boston as you can.



6. What is one thing you learned about the Revolutionary War?

7. Can you find these things on your visit?

- Something over 200 years old _____
- Something brand new _____
- Something important to the founding of America _____
- Something important to Bostonians _____
- Something that floats _____
- Something that lives in the water _____
- Something that flies _____
- Something made of wood _____
- Something made of brick _____
- Something with a name that's hard to pronounce _____
- Something with a name with less than 5 letters _____
- Something owned by a famous person _____
- Something you wish you could take home with you _____
- Something you thought was cool _____

BONUS:

Boston is an incredibly fascinating place with a rich history. How has this history shaped the modern day city? How has it affected its layout, its architecture, and its culture?

