

Washington DC Project Kit

Congratulations! You're going to Washington DC! 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

Washington DC'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 Washington DC. The setting must be somewhere in Washington DC, 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 Washington DC.
- 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 Smithsonian museums in Washington DC to learn more about animals. 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 you see. Write a short essay on your findings. Then, explore animal keeping. What kinds of things does an 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?

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

Washington DC 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 Washington DC 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 Washington DC? Why do you think they picked this city? Is there anything like this in their home country? Write about your ideas.
- c. What makes Washington DC so popular for tourists? Do a little research about the area, including major historical events. Write a short essay about Washington DC 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 Washington DC! 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:

Culminating Project:

Create a timeline for Washington DC. Using all of the information you've learned throughout your visit, create a timeline that covers Washington DC'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

- George Washington never lived in DC. The White House was completed a year after he died and the second U.S. President, John Adams, was the first to live there.
- The statue of Andrew Jackson in Lafayette Square (directly across from the White House) was partially made from British cannons that were taken in the War of 1812. It was also the first equestrian statue made in the U.S.
- The White House has a total of 35 bathrooms.
- The original phone number for the White House in 1878 was simply the number 1. A phone wasn't installed on the President's desk in the Oval Office until 1929.
- There's a bathtub in the basement of the U.S. Capitol! Four marble tubs were installed in 1859 when most senators lived in boarding houses on Capitol Hill that had no running water so they washed at work. One of these baths can still be seen today.
- There is also an empty crypt underneath the Capitol Building where George Washington was supposed to be buried, but he wanted to be buried in Mt. Vernon instead. And understand that empty crypt there is a nuclear fallout shelter!
- When the Washington Monument opened in 1884 it was the tallest structure in the world, until the Eiffel Tower in Paris took the title in 1889.
- The Library of Congress is the largest library in the world with more than 162 million objects in its collection. This number is constantly growing with approximately 12,000 items added to the collections daily.
- Instead of chiseling the "F" in "future," the letter "E" was mistakenly carved into Lincoln's second inaugural address on the north wall of the Lincoln Memorial. It has been touched up, but if you look closely you can still see the typo.
- Washington, DC is a very international city, home to more than 175 embassies and international cultural centers. Fifteen percent of DC residents speak a language other than English.
- There are about 1,800 animals from 300 different species at the Smithsonian National Zoo.
- You can watch real money being printed when you do a tour of the Bureau of Engraving & Printing.
- The International Spy Museum is the only public museum in America that is all about spies. Learn first-hand how to go undercover as a super spy.

Washington DC

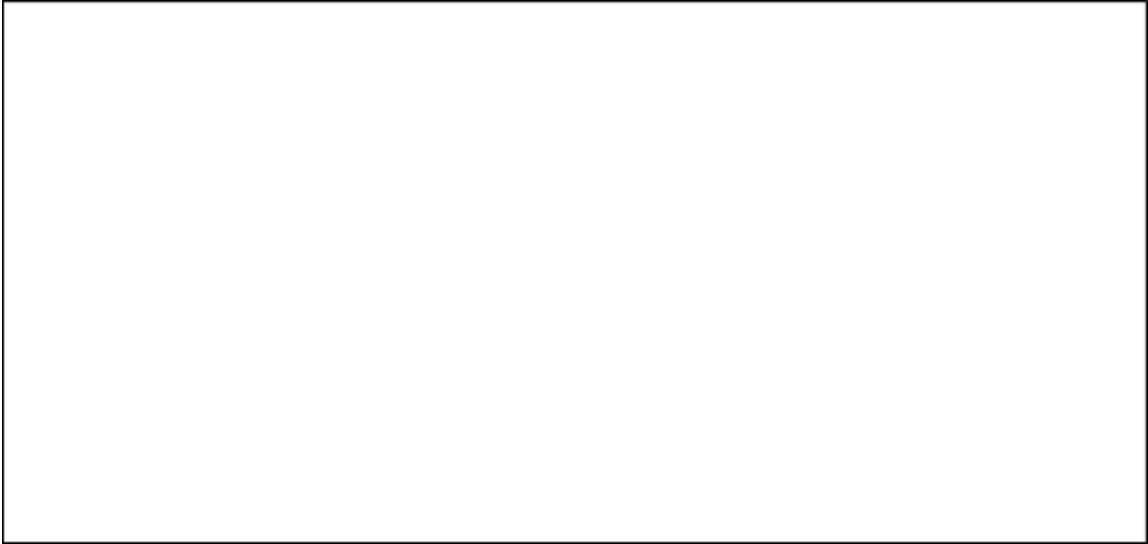
1. Draw a picture of your favorite monument.



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

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

4. Describe or draw your favorite location you visited.



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



6. What is one thing you learned about the White House?

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 locals _____
- 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:

Washington DC 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?



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