The title of this program is:
Central School Third Grade Virtual Museum - A Day in the Neighborhood

We chose this program because our students live in a less diverse community than Chicago. We believe that children in third grade are ready to recognize similarities and understand the differences between their neighborhood and more culturally diverse neighborhoods. In order for them to learn about and appreciate that cultural diversity, they had an opportunity to visit and explore ethnic neighborhoods in Chicago. This first hand experience gave our five third grade classes a sense of Chicago’s history and helped them realize their place in Chicago/Wilmette history. Such exposure within our Social Studies curriculum has enhanced the students' understanding of cultural diversity and given them a foundation which will help them become better global citizens in our multicultural world.

This project was built on and helped to enhance or enrich our existing Third Grade Virtual Museum.
http://www.wilmette39.org/virtualmuseum
Last spring we celebrated its tenth year anniversary with “A Day in the Neighborhood Project.”
The museum is comprised of web pages created by students using independent research. Much of our research is based on primary resources and personal experiences by our students. Other aspects of this project include field trips and hands-on fine arts projects. In addition to research, the overarching goal of the museum is sharing of information about Illinois, Chicago, and Wilmette among our present and future third grade classes and the world wide audience.

The topic for our project was “A Day in the Neighborhood”.
We used the following essential questions to guide our unit of study:

1. What is an immigrant? Why do people move?
2. How did geography impact Chicago’s development?
3. What events in history impacted the settlement of Chicago?
4. Why did Chicago become a city of ethnic neighborhoods?
5. How do Wilmette’s neighborhoods compare to Chicago’s culturally diverse neighborhoods?

Our planning for this program began with a meeting of all the third grade teachers, the music teacher, the art teacher, the technology teacher, the differentiated instruction specialist, and our project leader - the school librarian. The teachers and the collaborative team wanted to find a special project that would involve the entire third grade as a cohesive unit. By providing the students with a wide variety of learning experiences both in and out of school, we hoped to reach every student at many different levels of learning. This project became an exciting blend of all our fine arts in our school as well as our curricular objectives in the third grade.

We began by building upon prior knowledge from first and second grade social studies curriculum where the students learned about the Wilmette community and indigenous peoples. We continued to learn about Wilmette and its history focusing on why people move.

Our project continued with an in-depth look at immigration to America specifically Illinois and Chicago. The students learned about historical events and geographical features that affected trends in immigration to these places.

Finally our students explored and experienced the results of immigration by spending a day in a specific ethnic neighborhood of Chicago. Museums in the neighborhoods were supportive of our efforts. We worked with each museum so that they understood the purpose of our program and each agreed to provide programs that would be geared to our area of study and research. Several museums already had seasonal exhibits that coincided with our topic.

Activities
Visit to Wilmette Historical Society (Class field trip)

Visit to one of the following ethnic neighborhoods (Class field trip):
   Polish Corridor - Milwaukee Avenue
Chinatown  
Pilsen (Hispanic)  
Andersonville (Swedish)  
Greek Town  

Visit to one of the following museums (Class field trip):  
Polish Museum: Milwaukee Ave. & Augusta Blvd.  
Chinatown Museum: 238 W. 23rd St.  
Swedish Museum: 5211 N. Clark  
Hellenic Museum & Cultural Center: 801 W. Adams St.  
Mexican Fine Arts Center: 1852 W. 19th St.  

Lunch at ethnic restaurant (Class field trip)  

In school research and discussion (Classroom teacher, Librarian)  

Literature activities (Classroom teacher, Librarian):  
Folk tales from around the world  
Historical fiction - Ellis Island, Immigrant Stories  

Music/Dance activities (Music teacher):  
study of ethnic music representing the various neighborhoods  
ethnic dances  
Mexico - Danced to La Raspa - Mexican Hat Dance  
Sang Vamos A Cantar and played melody on recorders  
Poland - Chant of greeting in Polish  
Sang Szrwc and danced the “Cobblers Dance”  
Greece - Sang Pou’n-Do To Dachtid and played the game (Where is the ring)  
Sweden - Sang/Danced Sma Grodorna and played the melody on the recorder  
China - Sang and played Fong Swei on recorders  
MUSIC RECORDED AND AVAILABLE ON WEB PAGES  

Art activities (Art teacher):  
exploration of folk art  
art projects in the style of the ethnic neighborhood  
Mexico - Milagro - art done on metal and usually shows a hope, wish, or a dream  
Poland - Wycinanki - a style of detailed paper cutting  
Greece - Greek vase  
Sweden - Dala Horse  
China - Techniques of Chinese brush painting  

In school food experience (Parents, Members of the community)  

In school visitation from first generation immigrants (Community members)  

Writing activities (Classroom teacher, Differentiation teacher)  

Web Page research and production (Classroom teacher, Technology teacher, Differentiation teacher, Librarian)  

Ethnic Fair - Open School Night to share art projects, music, dance, and research with other classes and parents (Teachers, Students, Parents, Administrators)  

Section 2: Impact of program or program series in the humanities
Describe the involvement of others in the program.
- Describe the involvement and awareness of parents, administrators and community leaders.
- Identify the number of student participants.
- Describe the benefits that ensued, including how you measured success.
- Letters in support of nomination are encouraged.

Parents, administrators, and community leaders have been involved in our virtual museum since its conception 10 years ago. It is impossible to name all the contributions that have occurred over the years. Often ideas come from community members who volunteer to teach the students about a topic they are familiar with, a career that has been based in Chicago, a hobby that relates to our current topic.

For this specific project we used parents and community members who had direct experience with immigration to Chicago as resources for our students. The majority of our artifacts that were brought to the classrooms came from homes within our community. Our parents were also involved in our field trips acting as chaperones, photographers, and guides. We applied to our community educational foundation for funding for this program. Although they could not supply the entire amount needed, several people on the committee privately contributed to the project. One school board member personally donated all the busses we used on our field trips. Our local PTA board became aware of the project as also donated funding for this experience. The PTA was so excited about providing this type of experience for last year's third grade classes, that they informed us that this type of primary source research experience was voted in as a permanent line item in the PTA budget!

The number of student participants was 103 which represents all five third grade classes.

Benefits:
- Having a primary source experience in the neighborhood
- Recognizing ways to compare and contrast neighborhoods
- A better understanding of the immigrant experience

The students benefited from this project because they were able to build a better conceptual understanding of the history of Chicago, as well as their own personal family history. They understood from the beginning that they would be teaching others when they shared their ideas and research through their web pages. The students became better citizens as a result of their exposure to different cultures.

Our museum is not only available to all our Wilmette students, but we have had an overwhelming response from students and adults all over the world! Our museum has received email from other students in Illinois and as far away as a doctoral student in Hong Kong. We have had emails from the granddaughter of Antoine Ouimet - the founder of Wilmette - and the descendents of one of our first business leaders in Wilmette - John Gage. We even found out about the existence of a time capsule during our research about the history of Central School that was opened several years later on the 50th anniversary of Central School!

We measure our success based on both individual responses to the program and community reaction and willingness to participate in past and future programs. As a result of last year's program, we have seen the formation of a mother/daughter book club whose initial reading was based on YA literature dealing with immigration and a revisiting of these neighborhoods as a group. Many parents have told us about family visits to these neighborhoods to share the experience with siblings. We have been approached by families of future third grade students who want to know about the primary source research that will be available for their students. Our teachers eagerly discussed this year's topic with hopes of including other members of our school faculty with which to collaborate.

Section 3: Relationship of the program to the curriculum
Provide evidence of a curriculum component.
- Describe the relationship of the program or program series to the curriculum.
-Provide evidence of a curriculum component for classroom treatment of the humanities theme or topic emphasized in the program.

ILLINOIS STATE STANDARDS:

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources
16.C.1a (W) Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.
16.D.1 (W) Identify how customs and traditions from around the world influence the local community.

STATE GOAL 18: Understand social systems, with an emphasis on the United States.
18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.

WILMETTE DISTRICT 39 SOCIAL STUDIES CURRICULUM GOALS:

- Development of Chicago and how people and the landscape have influenced its Growth
- Identify reasons people settled in the Chicago area
- Identify major events in the history of Chicago

All of our activities were directly related to these goals. By making history "come alive" for our students in the social studies classroom, the music classes, the art classes, and the library, we have provided an integrated humanities program with lifelong learning experiences.