

# The Washington Post

## Grants in Education

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### DISTRICT OF COLUMBIA

#### **A Frog is Not Always a Frog**

Winston Educational Center  
3100 Erie Street, SE, Washington, DC, 20020; 202-645-3300;  
FAX 202-645-5941  
Submitted by: Phillip Oliver

This unique aquatic adventure will engage the entire school community and teach students, staff, parents and businesses about water-based ecosystems and amphibian metamorphosis. The project seeks to have the entire community establish and maintain two aquariums stocked with tadpoles, fish, snails, rocks, gravel and aquatic plants.

#### **Anacostia Awareness**

Capitol Hill Cluster School  
4th and E Streets, NE, Washington, DC, 20002; 202-698-4700;  
FAX 202-698-4720  
Submitted by: Sandra Jenkins and Jan MacKinnon

Many students who live in the metropolitan area come in contact with the Anacostia River on a daily basis, however, they often do not recognize the river as a natural and historic asset to the region. In collaboration with the Kenilworth Aquatic Gardens and the Anacostia Watershed Society, this project will engage multi-age students in a variety of activities such as water quality assessment, canoeing and river farming.

#### **Author's Day**

Winston Educational Center  
3100 Erie Street, SE, Washington, DC, 20020; 202-645-3300;  
FAX 202-645-5941  
Submitted by: Fatima Johnson

In conjunction with the Houghton Mifflin Reading Series used in the District of Columbia Public Schools, this project encourages second grade students to develop and construct their own "bound" story book. Author's Day formally recognizes the work completed by all project participants and gives each student the opportunity to share and discuss their story with family and peers. This project unravels the process of writing and promotes creative thinking.

#### **Bags of Fun For Little Ones**

St. Peter's Interparish School  
422 Third Street, SE, Washington, DC, 20003; 202-544-1618;  
FAX 202-547-5101  
Submitted by: Nicole Hess

This project introduces the subjects of math and science to pre-kindergarten students while it also promotes literacy. Bags of Fun For Little Ones introduces classroom topics to students by

using bags that contain books, activity cards and tactile learning manipulatives. This project also promotes innovation because it combines all the modalities of learning in a cross curriculum learning environment.

#### **Come Sail Away!**

Capital City Public Charter School  
3029 14th Street, NW, Washington, DC, 20009; 202-387-0309;  
FAX 202-387-7074  
Submitted by: Jill Murphy and June Scherr

This nautical adventure provides second graders with the opportunity to explore the history of sailing, sinking, floating, navigation and meteorology. Come Sail Away will enhance their knowledge of writing, math, science and social studies by visiting historic sailing vessels, boat builders, sail manufacturers and marinas in the metropolitan region.

#### **Education Grant for Production of a School Newspaper**

Hamilton Center  
1401 Brentwood Parkway, Washington, DC, 20002;  
202-698-3888; FAX 202-698-3790;  
Submitted by: Justin Bock

Producing a school newspaper will provide eleven through thirteen year old special education students with the opportunity to build their self-esteem by providing them with the opportunity to interview, write, edit and produce their own publication. Producing a newspaper will also cultivate each students' ability to gather and process information but most importantly, it will give these students a voice that they have not traditionally had. In addition to gathering the news needed for their publication, students participating on this project are also responsible for distribution.

#### **Family Farming for the Future: The Chesapeake Bay and the Community at Risk**

Hine Junior High School  
335 8th Street, SE, Washington, DC, 20003; 202-698-3330;  
FAX 202-698-3350  
Submitted by: Honor Roble

Based upon research conducted by the Chesapeake Bay Foundation and the Anacostia River Initiative, twenty nine ninth grade students will explore a real-life connection between agricultural practices of the past and present. On this project, students will develop environmental studies by using data from the Claggett Farm, the Potomac & Anacostia Rivers and through the use of scientific models provided by the Chesapeake Bay Foundation. In cooperative learning groups,

the students will explore the farm's stream and identify various micro-organisms, conduct water quality tests and examine pollution prevention practices.

### **Global Village, Global Stories**

Brightwood Elementary School  
1300 Nicholson Street, NW, Washington, DC, 20011;  
202-576-6199; FAX 202-576-6201  
Submitted by: Robert Ames

The ultimate goal of this project is to foster cross-cultural respect and understanding among Brightwood's students and their families. Global Village, Global Stories is designed to provide project participants with the opportunity to collect folktales from their native countries, stories passed down from generation to generation and to retrieve stories that demonstrate unique family or cultural traditions. By collecting, writing, publishing, binding and sharing these stories with each other, students and families will learn the fundamentals of the writing process, and the narrative and cultural links that unite persons from different ethnic, economic and socio-economic backgrounds.

### **Harlem: Hughes and His Blues**

Spingarn Senior High School  
2500 Benning Road, NE, Washington, DC, 20002;  
202-724-4525; FAX 202-724-8746  
Submitted by: Vera Rosier

In support of the D.C. Public School Literacy Initiative that enhances reading comprehension and writing proficiency, Harlem: Hughes and His Blues is designed to engage students in a cross-curricular, innovative learning experience using General Math and English Language Arts. This project will assist high school seniors in analyzing selected poems by Langston Hughes and seeks to enhance their critical writing ability and develop proficient literary criticism techniques. Critical analyses are also presented orally and published in the student literary arts magazine.

### **KinderGARDEN**

Capital City Public Charter School  
3029 14th Street, NW, Washington, DC, 20009; 202-387-0309;  
FAX 202-387-7074  
Submitted by: Robin Kessler

KinderGARDEN is a collaborative project that links pre-k and kindergarten students in a year-long cross-seasonal community gardening project. In cooperation with the Barbara Chambers Children's Center (BCCC), students in this project will fulfill skill and content requirements in math, science, social studies, literacy and art, as well as provide community service support to BCCC. In addition, project participants will write and produce a book to document their gardening experiences and help prepare a community celebration to commemorate this project.

### **Our Community, Our World**

Eastern Senior High School  
1700 East Capitol Street, NE, Washington, DC, 20003;  
202-698-4500; FAX 202-698-4590  
Submitted by: Kathryn Gray

This project, led by twenty five Spanish Level 3 students, will use language and cultural knowledge to develop an appreciation and tolerance of their multicultural environment, recognize the

values of the skills brought into their neighborhood by foreign born business owners and employees, and recognize the similarities as well as the differences in the cultural traditions of neighborhood businesses. Project participants will produce a pictorial directory of area businesses owned by immigrants, develop a video-tape news format show sharing highlights of their interviews, create a Power Point presentation of the interviewees which includes graphic illustrations of their establishments and convene a panel discussion of participating businesses.

### **Patriotic Profiles**

Park View Elementary School  
3560 Warder Street, NW, Washington, DC, 20010;  
202-576-6222; FAX 202-576-6225  
Submitted by: Mary Jean Judd

Patriotic Profiles combines two fourth and fifth grade classes and blends teaching objectives in Social Studies and Language Arts. Project participants study the American Revolution and based on their understanding, develop individual dramatic oral presentations focused on a patriotic theme. All presentations are video-taped in front of a live audience comprised of parents and class mates.

### **Role Models in Science**

H.D. Woodson Academy of Finance & Business  
500 E. Street NE, Washington, DC, 20019; 202-724-4512;  
FAX 202-724-8808  
Submitted by: H. Wells Wulsin

Drawing on inspiration from Cedric Jennings, the protagonist from A Hope in the Unseen, senior high school students write persuasive essays on their "favorite" physicists and define what they believe his/her legacy to be. Project participants will also learn how to use the "free-form" writing style in which they are given the opportunity to express his/her reaction to selected readings. Socratic seminars are also included in the planned curriculum and conducted on a weekly basis.

### **Scientific Drawing**

Watkins Elementary School  
420 E Street, NE, Washington, DC, 20003; 202-698-3355;  
FAX 202-698-3340  
Submitted by: Fran Ewart

Using their model urban garden which serves as an outdoor classroom and science laboratory, Scientific Drawing will introduce four hundred fourth grade students to the principles of scientific drawing. Through this project students will learn the vital skills of observing and recording data, reviewing scientific nomenclature and hone their ability to use the microscope and magnifying glass proficiently. Project participants will have the opportunity to develop their basic drawing skills and enhance their understanding of shape and color.

### **Spice is Nice**

River Terrace Elementary School  
420 34th St., NE, Washington, DC, 20019; 202-724-4589  
FAX 202-724-5606  
Submitted by: Patricia Goodnight

Correlating the origins of various spices with the explorers that introduced them to the New World is the focus of Spice is Nice. Fifth grade U.S. History students will have the opportunity to trace the routes used by explorers to travel to the New

World and sample the various spices through recipe demonstrations. This project provides an interdisciplinary approach to learning in the areas of history, reading, language, geography and science.

### **Statistics at Benjamin Banneker High School**

Benjamin Banneker Academic High School  
800 Euclid Street, NW, Washington, DC 20001; 202-673-7322;  
FAX 202-673-2231  
Submitted by: John Mahoney

Fifty-eight juniors and/or seniors will take this advanced statistics course in preparation for the AP Statistics Exam. Project participants will learn how to; observe patterns and trends, plan a study, produce models using probability theory and statistical inference. To apply their statistical knowledge, project participants will also work on an epidemiology study and earn community service credit.

### **The Journey of a Letter**

Brightwood Elementary School  
1300 Nicholson Street, NW, Washington, DC, 20011;  
202-576-6199; FAX 202-576-6201  
Submitted by: Sarah Worthington

Helping second grade students to better utilize proper grammar, punctuation, spelling, sentence construction, and to enhance

overall writing ability is the aim of this project. The Journey of a Letter is an instructional activity in the practice of letter writing that aids in teaching basic writing skills while being delivered in a manner that young elementary students can grasp and appreciate. Writing to fictional characters and to family and friends, is the process used by project developers to engage students. Upon completion, project participants will understand the importance of good letter writing, and the various types of letters and their inherent purpose.

### **Watersheds**

John Eaton Elementary School  
3301 Lowell Street, NW, Washington, DC, 20008;  
202-282-0103; FAX 202-282-0074  
Submitted by: Barbara Levine

Understanding the purpose of watersheds, and their importance in the environment is the focus of this project. Sixth graders in this course will examine stream flow data from The U.S. Geological Survey; identify key data locations on the Potomac River and nearby waterways and use media such as the Internet, television and newsprint to conduct watershed research. The subjects of geography, language arts, computer science, and math are integrated into the design of this program and which ultimately will broaden the appeal of this largely misunderstood phenomena.