

**LA CAÑADA UNIFIED SCHOOL DISTRICT
REQUEST FOR APPROVAL OF SCHOOL SPONSORED ACTIVITY**

TO: Wendy Sinnette

FROM: Karen Hurley

DATE: August 23, 2017

Activity Name and Destination: The Pilgrim

Address: 24200 Dana Point Dr. Dana Point, CA

Date(s) of Activity: Tuesday, 1/30/18 – Wednesday, 1/31/18, Thursday, 2/1/18 - Friday, 2/2/18
and Thursday 2/8/18 – Friday, 2/9/18

School(s): Palm Crest Elementary School

Number of students Attending and Grade Level or Group: - 30 - 4th grade students per trip

Supervising Certificated Employee (s): Mrs. Lee-Hwang, Ms. Berdahl and Mrs. Walsh

How many administrators attending? N/A **How many teachers attending?** 1 per trip, (3 total)

Adult to Student Ratio: 1:3 **Employee to Student Ratio:** 1:30

How many substitutes? N/A **How many days?** N/A **Charge Substitute to:** N/A

Rationale for activity: Students gain skills in cooperative learning, teamwork and communication as they hoist cargo, row long-boats, raise sails, stand night watch, swab the decks and sing chanteys. Students gain a better perspective of early California history.

A) Explain the educational value and relate to the instructional program or sponsoring organization and Policy 110.) Students sign aboard as greenhands for a two year "voyage" from Boston to Alta California in the 1830s. Students are immersed in early California history and working with a variety of historical characters.

B) Explain impact on instructional time and justification for any time lost. There is no instructional time lost as students are learning in a hands-on experience.

C) Complete Itinerary: Please be specific and include detailed activity time periods for each day.
(Attach additional pages if necessary.) See attached page

Destination/Date(s):

Complete Cost Breakdown

<u>Complete Cost Breakdown Per Student</u>	<u>Amount</u>	<u>Group Cost Per Student</u>	<u>Amount</u>
Registration	\$99.60	Registration	\$8,964.00
Housing		Housing	
Transportation Method: <u>Bus</u>	\$50.00	Transportation	\$4,500.00
Miscellaneous Expenses	\$5.00	Miscellaneous Expenses	\$450.00
Meals	(included)	Meals	(included)
Total Cost	\$154.60	Total Cost	\$13,914.00

Source of Funds: The funding for this activity will be provided by parent donations.

How is financial assistance provided to students in need: The Palm Crest PTA and the site will provide assistance when needed.

If this activity is not planned for all students in a particular group, what provision will be made for students not participating? Any fourth grade student who does not participate in the overnight will spend the day in another classroom with appropriate assignments. .


Approved: Principal


Approved: Superintendent or Designee

8/23/17
Date

11/14/17
Date

B. DESCRIPTION OF THE BEFORE THE MAST PROGRAM

The Before the Mast Overnight is designed to dramatically take the students back in time as they relive the life of an 1830s merchant sailor. Students explore man's relationship with the ocean, gain an appreciation for our maritime heritage, and understand the concept of 'historical perspectives' and 'interpretation'. They develop teamwork, problem solving, critical thinking, and communication skills through challenging hands on activities.

The students who come aboard will be following this scenario:

It is 1834, you come from a poor family back east and recently your farm, like many others, has suffered from a severe drought. Out of desperation you decide to look for work in the great city of Boston. Upon your arrival you notice the magnificent tallships in the harbor.

As you wander along the shipping docks, you see a notice posted for "able hands" needed to crew aboard a merchant ship headed for the California coast of Mexico to engage in the bullock hide trade. What an opportunity for a job and adventure! Though you have no experience as a sailor, you convince the first mate that you are a hard laborer and a quick study so that he may accept you as a working crewmember.

Divide your students into five crews before you arrive for the program. Each crew will have responsibilities during the program and will participate in activities in the evening. **Each student will not participate in all of the following activities—only those appropriate for their crew.**

- **Hoisting a Cargo Barrel**
Students maneuver a barrel to a desired location and understand the processes involved in the moving, loading, and unloading of ship's cargo.
- **Bell Time**
Students learn how time is kept on board ship in the 19th century. They also gain an understanding of the 'watch' system.
- **Boatswain's Chair**
Students raise a 'greenhand' up the main mast in a boatswain's chair as they learn about the responsibilities of a ship's boatswain.
- **Cargo Net**
Students work together and use the block and tackle and tag line (and the proper vocabulary) to successfully load the cargo onboard ship.
- **Rigging the Block and Tackle**
Students learn the concepts of mechanical advantage, purchase, and force. They rig a double purchase system.
- **Rowing the Long Boat**
Students learn the parts of a long boat and an oar and work together to maneuver the long boat safely and efficiently.
- **Staysail**
Students raise and lower the sail and learn the difference between the square sails and the fore and aft sails.
- **Yard – Furling Sail, Laying Out**
Students work on a yard in the cargo hold to furl, bust-up, and let fall a sail. They experience the work sailors did aloft and gain an appreciation for the labor involved in handling a square sail.

C. LINKS TO CONTENT STANDARDS

Analysis Skills (Grade K - Grade 5)

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction* with the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking:

1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.

Grade Four

History - Social Science Standards

- 4.2.2. Identify the early land and sea routes to, and European settlements in, California...noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
- 4.2.4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
- 4.2.5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

Visual and Performing Arts: Dance

3.0 HISTORICAL AND CULTURAL CONTEXT

Diversity of Dance

- 3.1. Perform and identify folk/traditional and social dances from California history.

Visual and Performing Arts: Music

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

- 3.1. Explain the relationship between music and events in history.

Diversity of Music

- 3.2. Identify music from diverse cultures and time periods.
- 3.3. Sing and play music from diverse cultures and time periods.
- 3.5. Recognize the influence of various cultures on music in California.

Visual and Performing Arts: Theatre

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

- 5.1. Dramatize events in California history.

Grade Five

History - Social Science Standards

- 5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- 5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
- 5.8.5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

Visual and Performing Arts: Music**3.0 HISTORICAL AND CULTURAL CONTEXT***Role of Music*

- 3.1. Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

- 3.3. Sing and play music from diverse cultures and time periods.
- 3.4. Describe the influence of various cultures and historical events on musical forms and styles.

Visual and Performing Arts: Theatre**2.0 CREATIVE EXPRESSION***Development of Theatrical Skills*

- 2.1. Participate in improvisational activities to explore complex ideas and literature and life.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS*Connections and Applications*

- 5.1. Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.