



**WASHINGTON, DC,  
BELONGS TO EVERYONE**





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# INTRODUCTION

People from all around the world know about Washington, DC. They talk about it, write about it, draw it, and make movies and TV shows about it. But almost always, we hear only the opinions and ideas of grownups.

For this book we invited some of our youngest citizens — children from Sacred Heart School, School Within School at Goding (DCPS), Seaton Elementary School (DCPS), the Smithsonian Early Enrichment Center, and Washington International School — to tell us what they think of our city. We asked them to share their ideas in order to help other children (and adults) know what they think is important about DC. We asked their teachers to help students research the city and discuss their ideas with classmates and children from the other schools. Each teacher guided their students in different ways. The results are thoughtful, informative, and sometimes surprising. You can learn a lot about our city from reading this book.

Jim Reese

Coordinator, DC-Project Zero<sup>1</sup>

(on behalf of the Children Are Citizens coordinating team:

Mara Krechevsky, Ben Mardell, Sarah Merianos, Nathalie Ryan,  
and Joanne Seelig)

<sup>1</sup> DC-Project Zero (or DC-PZ) is a group of more than 800 local educators from traditional public, public charter, independent, and parochial schools, as well as educators from museums and NGOs, who come together throughout the academic year to explore the ideas of Project Zero (PZ), a research group at the Harvard Graduate School of Education. Our ultimate goal is to create powerful learning environments for students. The Children Are Citizens project is an outgrowth of the Making Learning Visible (MLV) Project at Project Zero and DC-PZ events. For more information about DC/PZ, visit [www.facebook.com/washdcpz](http://www.facebook.com/washdcpz). For more information about the project, go to [www.pz.gse.harvard.edu/children-are-citizens.php](http://www.pz.gse.harvard.edu/children-are-citizens.php) or [www.makinglearningvisibleresources.org](http://www.makinglearningvisibleresources.org).



# DC THROUGH OUR EYES

Sacred Heart School, PreK4

# DC through our Eyes

By PreK4 of Sacred Heart School







La casa blanca es de todos los ciudadanos. Se hizo para que el presidente viva y trabaje. Queda exactamente frente al Monumento a Washington donde puedes ver toda la ciudad. Cuando subes al monumento a Washington puedes ver el Potomac, Congreso, Memorial Lincoln y también los Cherry Blossoms.

The White House is for all citizens. It was made for the president to live in and work in. It is located exactly in front of the Washington Monument where you can see the whole city. When you go up the Washington Monument, you can see the Potomac, Congress, the Lincoln Memorial, and also the Cherry Blossoms.

*Jean Carlos A., Anthony, and Santiago*



Hay dos monumentos que llevan el nombre de dos presidentes: El Monumento a Jefferson que está alrededor del Potomac, donde las personas pueden caminar y en la primavera puedes ver los cherry blossoms, y el Lincoln Memorial lo construyeron en el río Potomac, frente al Monumento a Washington y al Capitolio.

*Noah and Jean Carlo S.*







There are two monuments named after two presidents: the Jefferson Memorial, which is next to the Potomac, where people can walk, and in the springtime you can see the cherry blossoms, and the Lincoln Memorial, which was constructed on the Potomac River in front of the Washington Monument and the Capitol.





Washington, DC, tiene el National Mall y un parque muy grande, para que la gente pueda caminar por los monumentos y pueda ir a los museos y al congreso e hicieron una piscina muy grande y desde ahí puedes ver los monumentos.

*Brian, Kira, and Ariana*



Washington, DC, has the National Mall and a very big park, so that people can walk to the monuments, to the museums, and to Congress. They made a big pool and from there you can see the monuments.







George Washington se reunion en su casa con otras personas para mostrarles donde iban a construir la ciudad. Lo primero que hicieron es ponerle piedras, clavos, tornillos, y puertas grandes al rio Potomac, porque era muy grande y no iban a tener sitio donde construir.

*Ángel, Emilio, and Kira*

George Washington met with other people in his house to show them where they were going to construct the city. The first thing they did was to put stones, nails, screws, and big doors on the Potomac River because it was very big and they did not have a place to construct on it.



Washington, DC, es una ciudad bonita porque tiene un lindo Congreso y una Casa Blanca que la pintaron de blanco para que se vea hermosa. Es una ciudad muy grande que siempre brilla. Los cherry blossoms son muy bonitos y las novias van a tomarse fotos. Washington, DC, es una ciudad feliz que te hace sentir feliz.

*Sascha, Keyri, and Ariana*

Washington, DC, is a pretty city because it has a lovely Congress and a White House that they painted white so that it looks beautiful. It is a very big city that always shines. The cherry blossoms are very pretty and the brides get their pictures taken there. Washington, DC, is a happy city that makes you feel happy.





# MUSEUMS ON THE MALL

Smithsonian Early Enrichment Center  
School Within School at Goding  
(DCPS), First Grade



## Museums on the Mall

### The Smithsonian Early Enrichment Center (SEEC)

Hi! We're the Wallabies (3s and 4s), the Cinnamon Bears (4s and 5s), and Kindergartners at SEEC. We go to school every day at the National Museum of American History and the National Museum of Natural History in Washington, DC, and we get to visit other museums on the National Mall all the time. We want to tell you some things we know and like about the museums.



The Kindergarten



The Cinnamon Bears



The Wallabies



## The Wallaby Classroom

### National Museum of American History



Hi there! We are the Wallabies. Some of us are 3 and some of us are 4. We go to school in the National Museum of American History. Let us tell you about it!

It has lots of old stuff. *Agnes*

There's lots of pictures. *Josie*

There's a kitchen there. *Beatrice*

Our museum has lots of pictures and statues. *Lia*

There's stars in it on the wall. *Ellen*

It has a train in it. *Sam*

There's horses there! *Olivia*

There's a big fire truck, old from a long time ago. *Freya*

There's lots of cool and old stuff. *Enzo*

Our teachers asked us what was the most important thing to know about the American History Museum. Here's what we think you should know:

Do not go in the cases. *Josie*

You can never go inside the boxes where the doors [are] to get stuff inside. *Freya*

We're too big to go inside the cases. *Sam*

All of the other presidents would come, and we would be in trouble because we're not allowed inside the cases. *Freya*

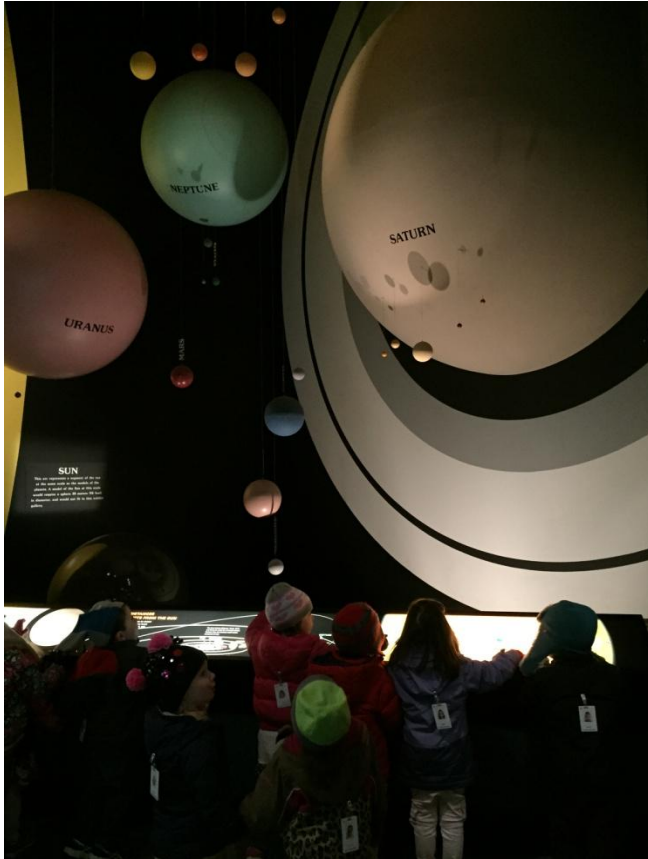
You can't go in the pretend kitchen. *Beatrice*



*The Wallabies visiting Julia Child's kitchen*

## National Air and Space Museum

We also like to go to the National Air and Space Museum to learn all about space. Let us tell you about it!



There's rocket ships.  
*Sam*

We get to go see those  
rockets. *Enzo*

There's a kid show  
there. *Agnes*

There's airplanes there.  
*Josie*

I know that there's a kid  
place and earth spinner.  
*Freya*

There are many objects at the museum. Here are our ideas about how they get there.

[To get the space stuff] astronauts go there and then they left their suits at the museum so everyone could see them and see how they look. *Beatrice*

Then people put them in cases and put them on big sticks or hooks. And there's one problem. You cannot touch the Elmo screen. *Freya*

If you touched really hard it would make a hole and the screen couldn't play anymore and that's really sad. *Beatrice*





*Learning about planets and space travel in NASM*



How do you feel in the Air and Space Museum?

I feel happy when I go to the museum because there's two rocket ships.  
*Enzo*

I think that the rocket ships say 3-2-1 blastoff and they zoom by and there's fire.  
*Archer*

The museum makes me excited because it's so quiet and dark in there and people can go and see something new every day.  
*Agnes*

You need some food to go to space. *Ellen*

Here's what we think are the most important things to know when you go to the National Air and Space Museum:

Don't touch the screen of the planetarium. *Josie*

Don't touch the screen of the Elmo movie. *Enzo*

Don't touch the plane. *Beatrice*

## The Hirshhorn Museum



*A map of the Hirshhorn by Freya*



My favorite thing is the fountain and the shadows.  
I like the dark room too. *Oliver*

The shadows that move are my favorite. *Olivia*



*The Tree Movie by Agnes*

I like the pictures of the colors. There are rectangles. I love only that. *Hans*

I like about that museum that has elephants in it. I like that museum, there's, like, a movie of elephants. The museum makes me feel happy. *Archer*

The big tree movie is upside down. It feels like a movie. *Lia*



## The Cinnamon Bear Classroom



Hi! We're the Cinnamon Bears. We are 4 and 5 years old.

We go to school every day at the National Museum of American History in Washington, DC.

We want to tell you some things about the museums we like.

## What are your favorite things to see at the museums?

I like in Air and Space there's a picture of a guy wearing wings and the sun melted him so he couldn't fly again. *Oskar*

I like the statue of the woman holding the muscle at the National Gallery. *Isabella*

I love seeing the big horn at African Art. *Lucas*

Sculptures. *Vivienne*

*Woman Eating* at the Portrait Gallery. *Gregory*

All the dinosaurs at Natural History. *Nathan*

I like to see the horse at American History. *Jude*

Pretty things! *Gwen*

Everything! *Layla*



*Woman Eating* by Duane Hanson



"Woman Eating" at American Art where my mommy works.



We have our own ideas about how the museums got here...



## The Story of How the Security Officers Own the Museums

By The Cinnamon Bears

Once upon a time, a really long time ago, construction workers built the museums and it didn't belong to anyone. It was built in the old times.

Then, perfect timing, when the security guards came, the construction workers said, "OK, you can own all these buildings." And then security guards turned them into museums. The guards made the sculptures and some of the art part. Artists made some, too.

If bad guys come at night the security guards get them. The security guards stay up late. When it's daytime, guards stand in front of the museum to make sure everyone is safe.

One time a bad guy came in. And then the security guard got him. The security guards called the police to take the bad guys to jail. Their number is 911. The bad guys broke some of the art pieces, so some of the police fixed them up a little bit. One of the buildings that the security guards own is our museum-American History. People started coming to the museums and deciding to work there and help the security guards. The bad guys started being nice. And then they all had a celebration.

THE END

Let us show you a few of our favorite things.



## The National Museum of African Art

### Insider Tips for Future Visitors:

There's a hole in the middle of the museum and you can't take pictures on the bottom floor. *The Cinnamon Bears*

## Photos we took in the Museum of African Art



*Jewelry (photo by Layla)*



*Untitled (photo by Jude)*



*A Girl (photo by Gwen)*



*A Big Horn (photo by Oskar)*

We took these pictures ourselves and gave the photos our own titles.





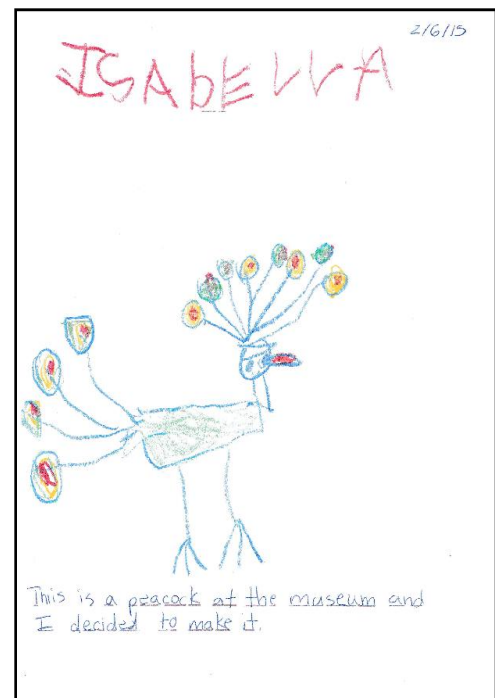
## The Smithsonian Castle

Insider Tips for Future Visitors:  
It's not a real castle. *The Cinnamon Bears*





There is a really cool room inside the Castle that houses miniature collections representing all the different Smithsonian museums. It is called the Peacock Room. There are a lot of things there that inspire our curiosity in the museum and back in the classroom...







*Stella and Layla hard at work  
building their own castle.*



*I like the rocket ship. Henry*



There's a little case of the city there. *Gregory*  
**The Kindergarten Classroom**

**We are the Kindergarten class and our school is in the  
National Museum of Natural History. Here's what we  
know about our museum!**

There are lots of things you can see.  
*Micah*

There are a lot of halls to look at.  
*Amelia*

There's fun stuff! You can learn about  
lots of stuff. *Summer*

It's the biggest museum. *Nancy*

Lots of animals like Henry [the  
elephant]. You can touch real animals. *Micah*



There are a lot of objects like  
gems. *Summer*

You can touch insects. *Roy*

There are real live insects in  
the insect hall. *Henry*

There are sharks in the ocean  
hall and pictures. *Caleb*

The word "hall" is in the name  
of all the halls like dino hall,  
gem hall, insect hall. *Maggie*

There is a fish tank and some alive animals and some not alive.  
*Thomas*



**At the National Museum of Natural History, there are a few things we think are important!**



Henry the elephant. *Summer*

The museum doesn't have art--like paintings. *Maggie*

Phoenix guards the ocean hall. *Roy*

Henry the elephant is the guard. *Thomas*

The whole museum tells you what you don't know. *Nancy*

The focus is nature. *Amelia*





## National Museum of the American Indian (NMAI)

We sometimes go to NMAI. They have many things, including...

Lots of things that are good to look at, like boats. *Amelia*

Lots of kayaks and canoes to look at. *Thomas*

Native American stuff here. *Micah*

Lots of American Indian stuff, like clothing. *Summer*



Play room, ImagiNations, where you can make igloo blocks, games to guess. *Ailsa*

They got some canoes. *Caleb*

Very fancy elevators. *Maggie*

Colorful lights prisms (sun shines through the windows). *Henry*

Displays have curvy lines and glass. *Amelia*

The whole building looks like a whale. *Thomas*

Cool flag of nations. *Summer*

There's a path around the museums. *London*

There is the star room. *Ailsa*

There are long stairs and the inside is curvy. *Henry*

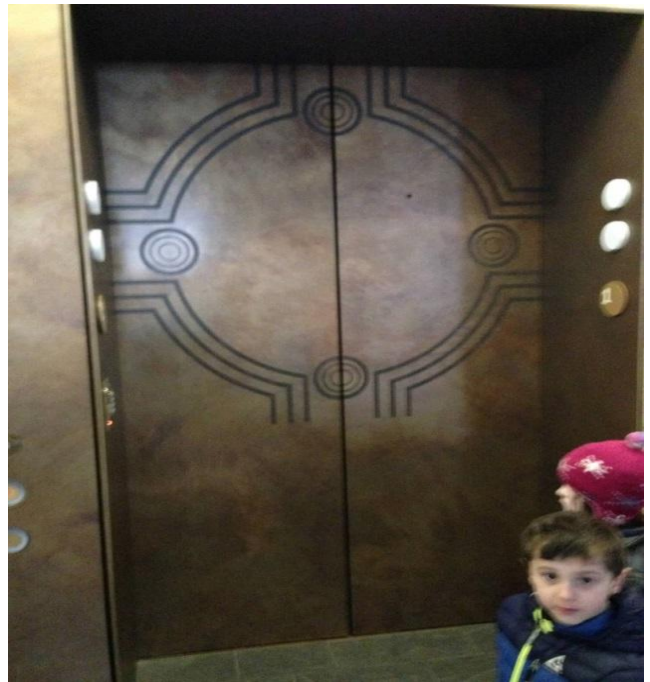
## What should children go and see at NMAI?

We think children should go see the star room and ImagiNations. Here there are children's games, dress up clothes, blocks to build an igloo so big that you can go in it, sleds to ride, skateboarding, houses, and a tepee.

We think you should go see "Our Universe" with the different tunnels with American Indian stuff, clothes and things they use, a buffalo, weapons, drums, and quilts. See the snowmobile.

It's important because people use it to get around, to fish, and to drill the ice to make holes to catch fish.

And of course it is very important to know that there is food next to the elevators (and the teachers want you to know that it is one of the best restaurants in the museums)!





# Smithsonian American Art Museum

Here are some things we think you should know about the Smithsonian American Art Museum:

- There are lots of pictures of people.
- There is a Statue of Liberty, a small one.
- There is a weird lady that scares you because she's eating in the museum.  
Some of us thought it was a real lady but it is a sculpture.
- There are lots of stairs and elevators.



We can find the museum by the guy riding the horse and steep steps.

## Other Important Things to Look for at SAAM:

- There are birds made of bottles and orange ones on the trees.
- There is a swimming pool room (water fountain in the floor).
- There is the painting that changes different colors.
- There is a map showing us what is happening and going on in different states.
- There are really pretty sculptures.
- There is a picnic with no people, just a case with food.





## What should other children see in the museums?

We think children should see the Natural History Museum because there is lots of stuff to see like the lava lamp, lots of things to learn, and lots of adventures to have. There are also lots of animal sculptures that look cool. *Kindergarten*

We also think you should go to the Air and Space Museum where there is outer space stuff, and a rocket ship you can drive. *The Wallabies*

The Castle is also very interesting and there is a big map of the Smithsonian there. The Castle also has stuff from back then, pictures, armor, and things that are fancy. *The Cinnamon Bears*



Astronaut by Ellen



Train at American History by Olivia

We also think you should go see the sculpture garden at the Hirshhorn. *The Wallabies*

**Why does Washington, DC,  
have museums?  
(Cinnamon Bears)**

So people can see beautiful  
artwork. *Gregory*

So people can see things they've  
never seen before. *Grant*

So everybody can know what  
happened a long time ago. *Dash*



You can go to museums to  
check out things you looked  
at before. You can go see it  
again. *Nathaniel*

To see the good things that  
happened. *Stella*

And the bad things. *Gregory*

It's important to learn about  
things. *Henry*

We know we are lucky to have our school inside a museum.  
It is a really important part of how we learn!



## So why are museums important?

### Here's what the kindergartners think...

- Museums let you know about history.
- You can learn about art. It makes people want to be artists when they grow up.
- They are important because there are things we need to protect. They are fragile so don't get your fingerprints on them.
- There are lots of fun things to look at and learn from.
- They are important to our community. They are part of earth and what makes it special.
- They are places to explore, learn, and visit if you get lonely or want to go somewhere.
- In hot weather it keeps you cold.
- There's cool and pretty stuff in them.
- They help you learn and you can tell others to learn.
- They tell us how things work; museums are really special.
- You can take pictures, draw things in museums, and have adventures.



I took a picture of a plane and it made me happy. *Lucas*

It's pretty clear that we think museums are important places for learning and we hope you do, too!

# Making Stories at the National Gallery of Art



Follow Katie Solli's first grade class from School within School at Goding into the National Gallery of Art, where the first graders learned to look closely, use their imaginations to think about the characters in art, and work together with friends to write stories inspired by the paintings they saw. It was a memorable experience for DC's youngest museum-going citizens.







# HOW TO MAKE A STORY AT THE MUSEUM

First, you have to find the perfect work of art and look closely at it for a long time.

You can talk to your friends about the painting and share ideas about what you see, think, and wonder.



Next, you can work with a team of writers to figure out what the problem and the solution will be in your story.



Bring some paper and pencils with you to draw. It may help you notice things in the painting. You can also put your illustration into your story later.



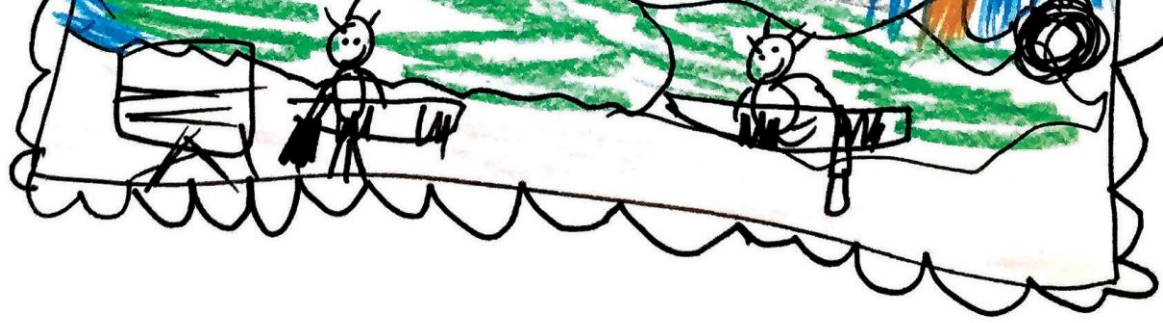
Maybe you will think about sounds the characters are making in your painting and include those in your story. You can use post-its as speech bubbles.



Think about what might have happened before and after the scene in the painting. Now you have a beginning, middle and end for your story!







Before you publish your story, take time to illustrate your story. Notice Gabe experimenting with watercolors.



Finally, when you're done you can turn your story into a play and perform it. Don't forget to make cool props, rehearse it and find an audience to see it.



## Why do you think museums are important to our city?

**Tate:** It's warm on cold days.

**Madeline:** It's better to go to one to see art in the museum because the artist puts a lot more work in it than you think. You can see it better.

**Sophia:** If people didn't have anything to look at they wouldn't have anything to be curious about.

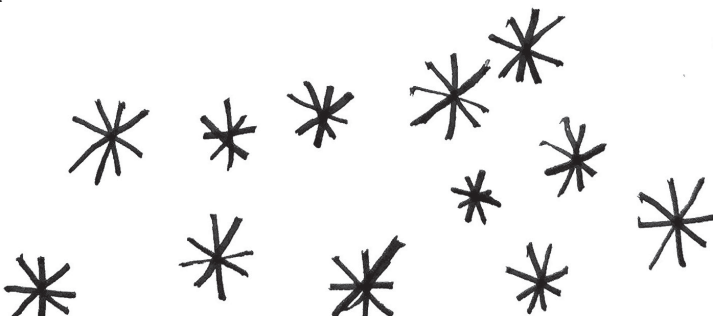
**Willa:** You can see stuff from history.

**Evan:** People can learn about things. Like old-fashioned things.

**Gabe:** If there weren't museums then nobody would be able to go anywhere and everyone would be just at home playing on their iPads.

**Isabel:** Because if you see art in a newspaper it is sometimes blurry. In a museum it is in full color and it's more special.

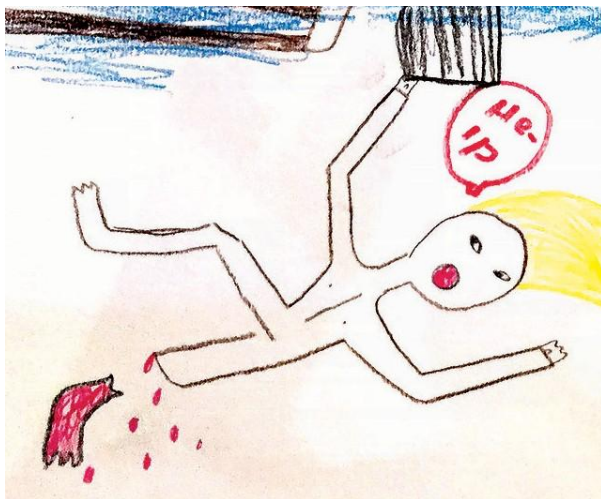
**Harvey:** If there were no museums, people wouldn't get to see cool things that are in museums. So if museums weren't real it could be like the artifacts in museums aren't real.



**Once upon a time**, there was a fourteen-year-old boy, who was very poor. His name was Watson. He was very kind. He tried to make money by being a sailor. He lived in New York and Florida.



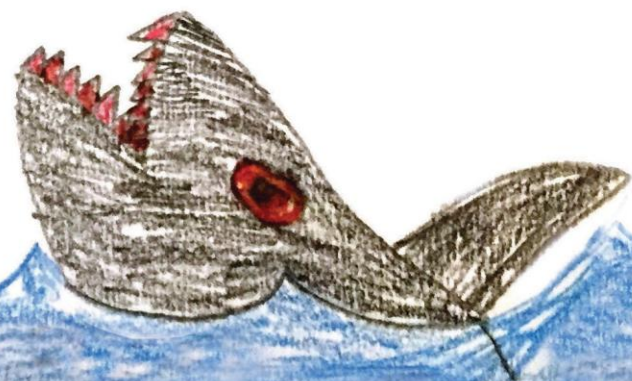
One day he went for a swim in the ocean. He took off his clothes and jumped into the water. All of a sudden, a shark who was having a bad day came to the boat.



The shark ate off his right foot. Then, some of his friends saw it and jumped into a small boat and came to save him.

Then a family of seals noticed the shark was about to do something bad to Watson. They splashed and splashed and distracted the shark. And the friends tried to pull up Watson. But they couldn't! So the seals helped them. They got under Watson and used their noses to push him up. He was **SAVED** by the seals and the friends.

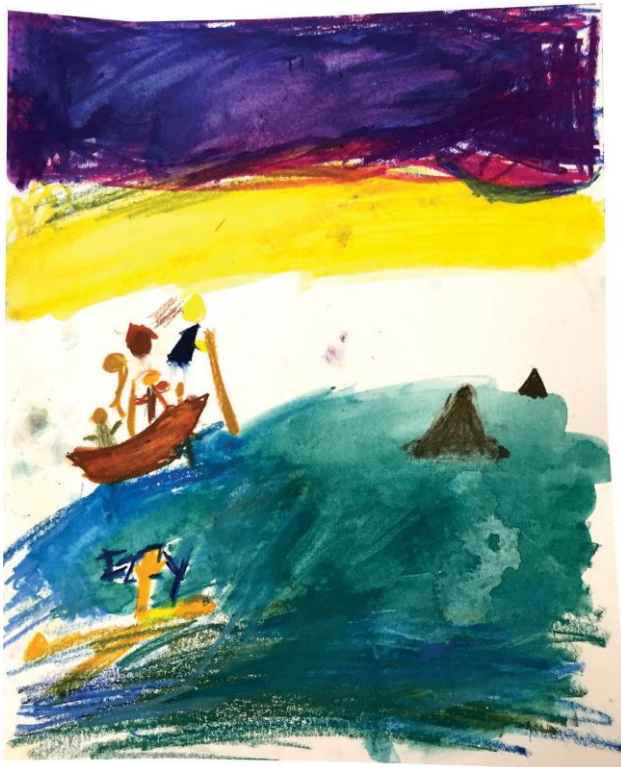
When Watson was safe in the boat, he said "Thank you everybody." The friends said,







“AHHHHHHHHHH, your foot is GONE!!” Watson said, “The shark bit it off.” The friends said, “Our poor Watson! He will need a wooden foot, like a pirate!”



Very soon, Watson went to a hospital to fix his leg. The hospital was on top of a big huge mountain. There were magical trees surrounding the mountain that carried him up to the top where the hospital was because he couldn't walk.

Then, he went in and got his new wooden peg leg. The doctor said, “You can do no more swimming or rough things ever.”

***The friends said,  
“AHHHHHHHHHH,  
your foot is  
GONE!!”***

Meanwhile, Watson had to stay in the hospital for a long time. To say thank you to his friends and the trees for helping him, Watson invited them to the hospital for a lollipop.



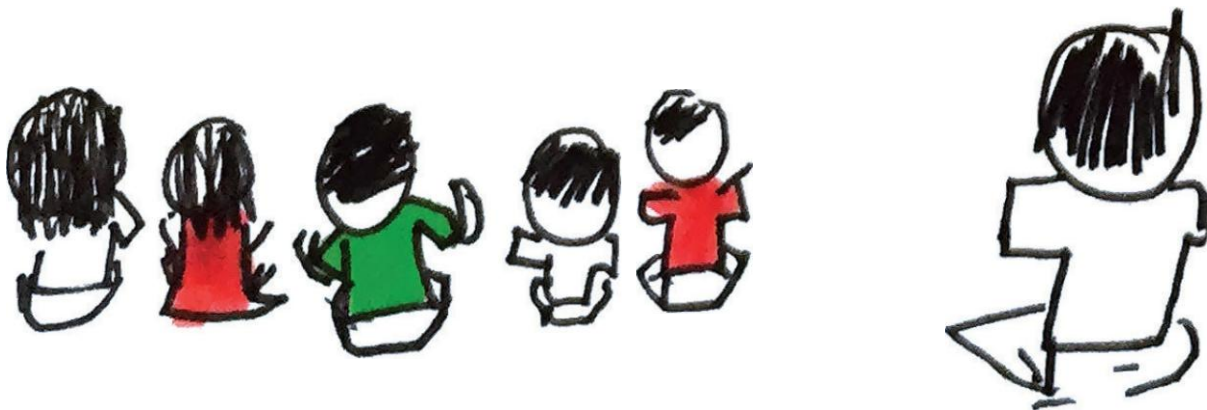
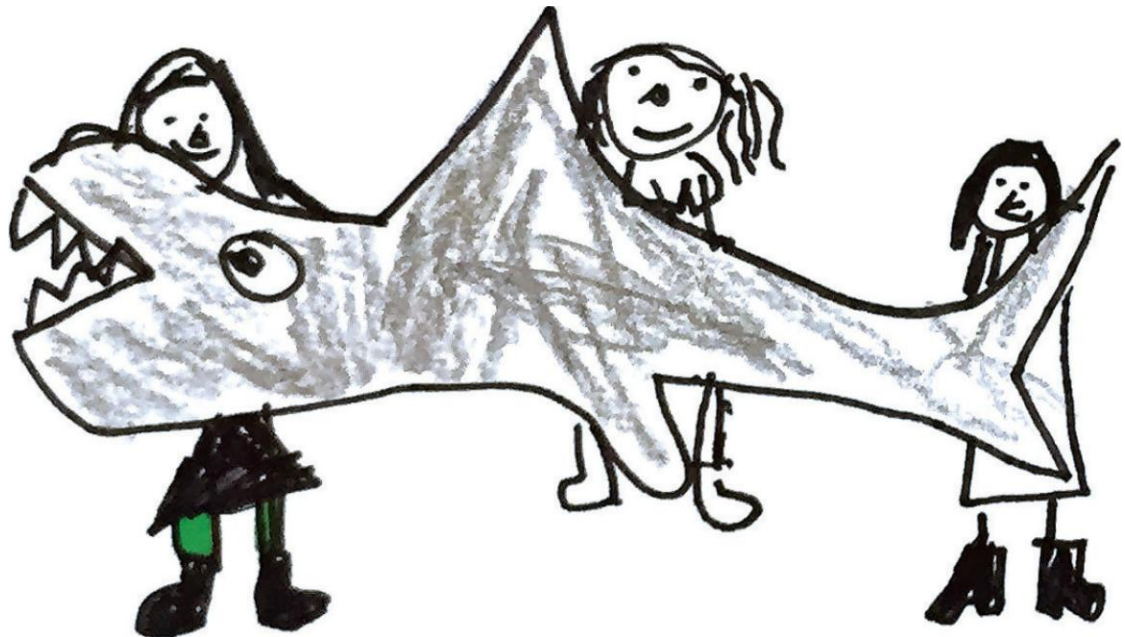
# STORYTELLING IN ACTION AT THE MUSEUM



After writing and illustrating a story inspired by the painting of *Watson and the Shark*, by John Singleton Copley, children made the characters in the art come alive in an animated gallery performance of their work. The audience cheered as Watson was saved from the shark. For a few minutes the quiet gallery space was transformed into a lively public theater. Students were surprised that passers-by stayed to watch! Shows written by kids, produced by kids, were enjoyed by all.



AND AS THE STORY GOES, THEY...



lives happily ever after o o the End





# MAPPING DC

School Within School at Goding  
(DCPS), First Grade

# Mapping DC

First graders in Alysia Scofield's class at School Within School at Goding explored their city by looking at and creating maps.



I see water, a bridge that goes across the water. I see lots and lots and lots of land. I see words. I see numbers because the numbers are there, that is the streets, like there is a sign on the street and it had a 4. I see lots of bridges, and one bridge is so long, and there is one little triangle island of the giant river and I also see the dock.

I think that a long time ago when DC was just being built they came up with the idea to make a map so people could find their way around, and then they tested it out, and they wanted to go somewhere and it worked, and their calculations were right, and they decided to keep the maps forever.



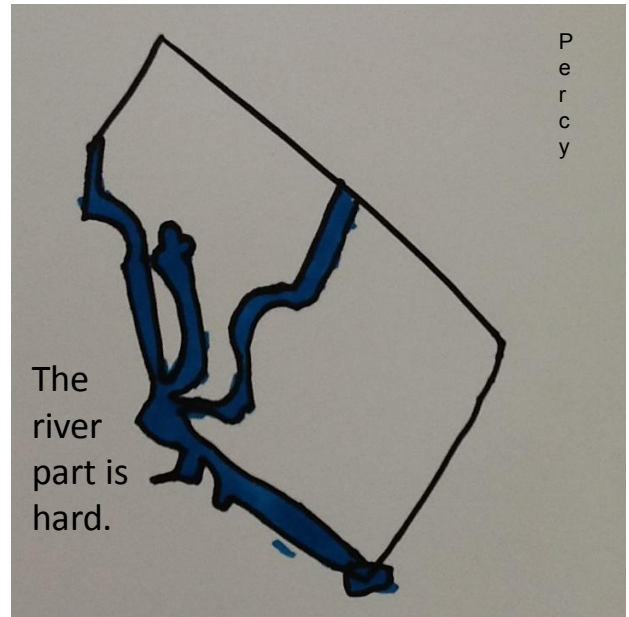
# This is the Boundary!

I think this is a picture from far, far away, from space or something.

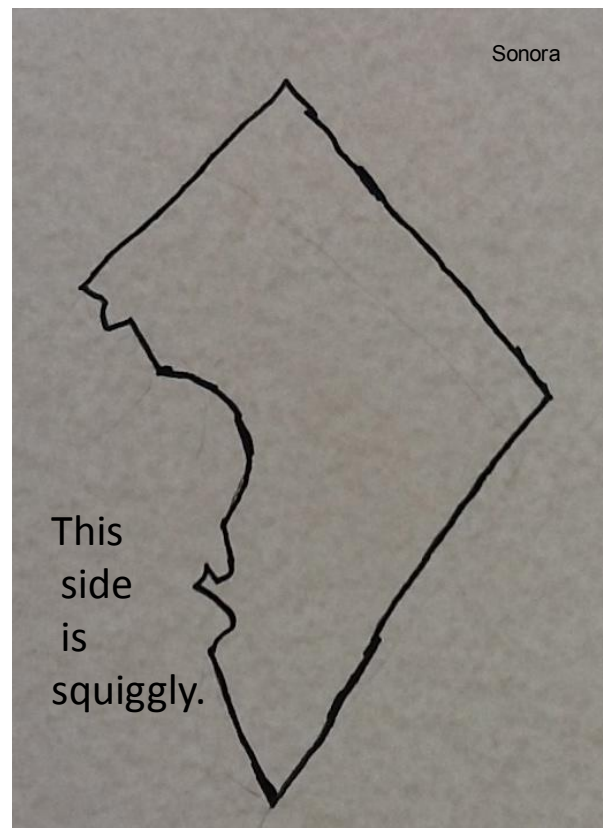
That is totally high up from outer space. Totally!



I found out that on my picture there is this little ridge right here. On my picture where the river begins, it's got this little ridge.



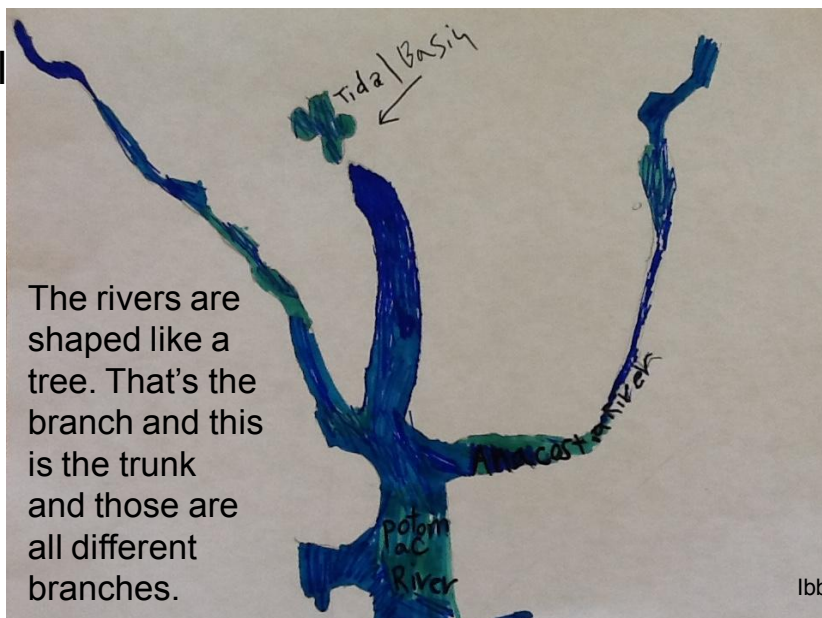
That kind of looks like a diamond or a sandwich with a bite out of it!



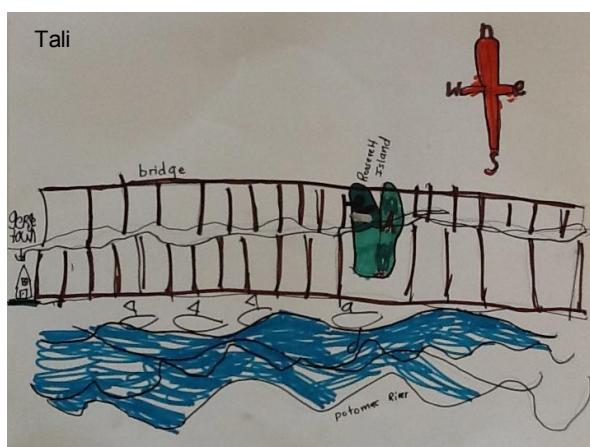
Now I am starting to think I need to study off of books.

Things that are not natural are things that don't grow like string and paper, but natural things are things like trees and grass because they grow on the earth.

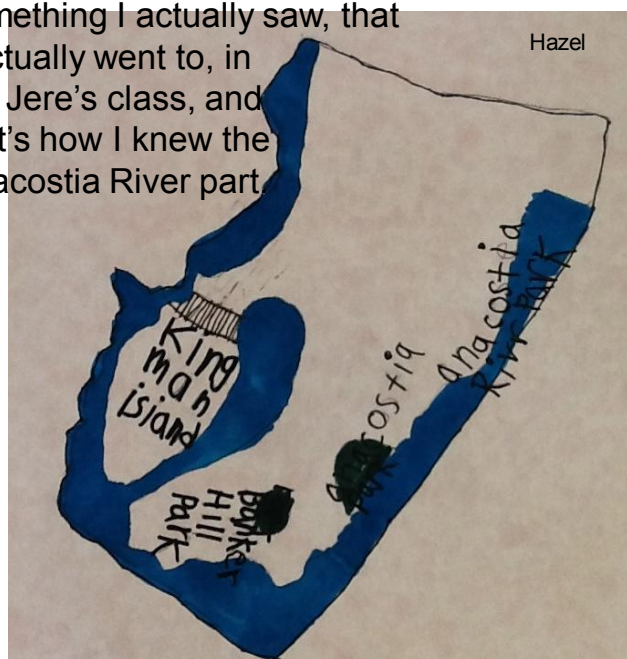
# Natural Features



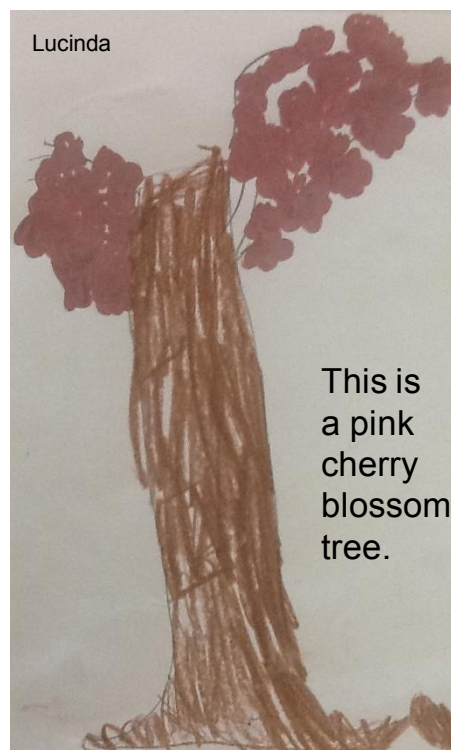
The rivers are shaped like a tree. That's the branch and this is the trunk and those are all different branches.



I looked at the map and I saw something I actually saw, that I actually went to, in Mr. Jere's class, and that's how I knew the Anacostia River part.



Natural features are things that sometimes people plant and sometimes they appear like birds, and winds, and seeds.



This is a pink cherry blossom tree.



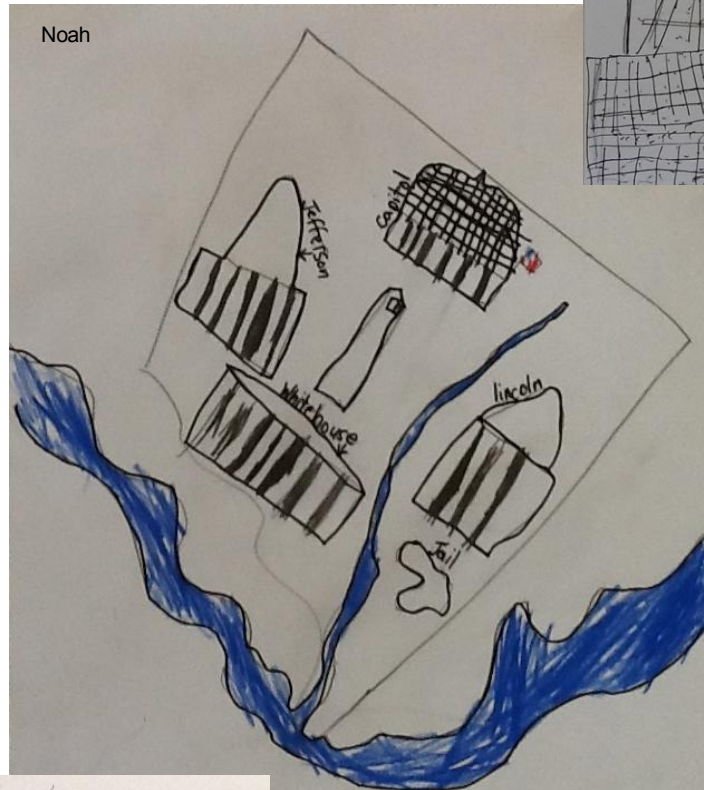
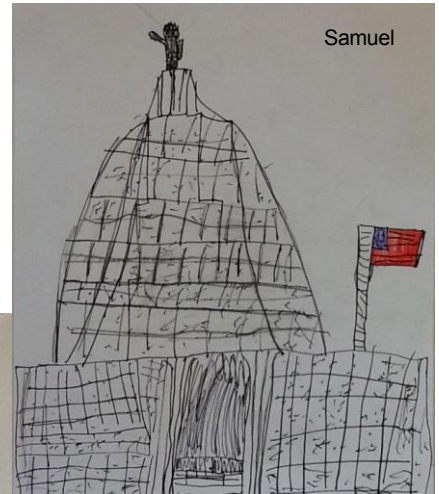


# Landmarks

It should be something that's popular like Eastern Market.

District Taco is popular!

The White House!  
I've been there.  
That place is awesome!

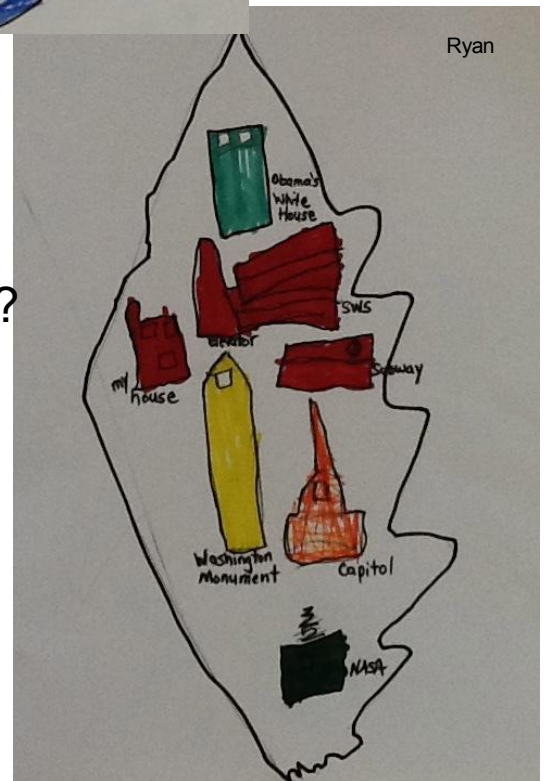


The Washington Monument—we all know what that's like!

Hey!  
I found my home on this.  
I found my home!

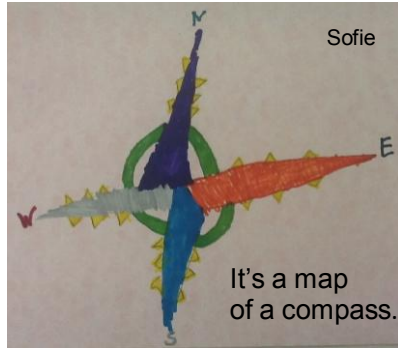


What about the Capitol?  
My mom used to work there!

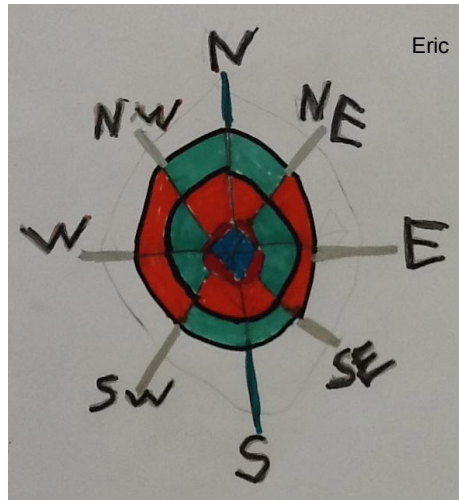
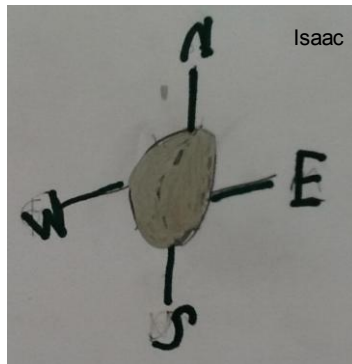
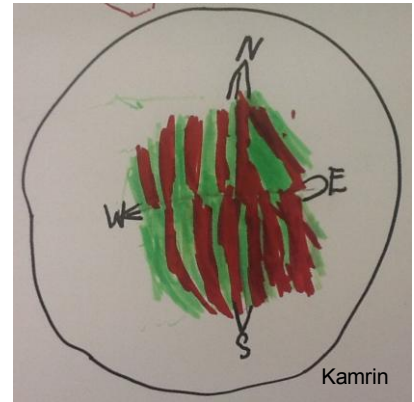


I am doing North, South, West, East so you will know what side to choose.

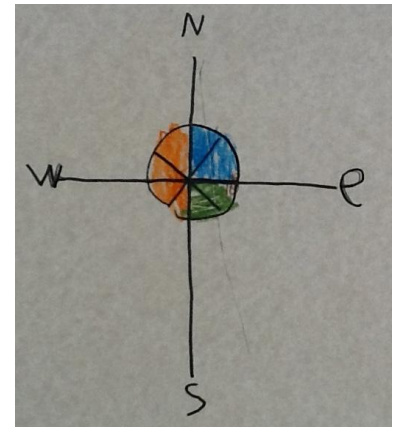
# Compass Rose



I just wanted to make mine look different than other people's so it would kind of feel, like, unique.



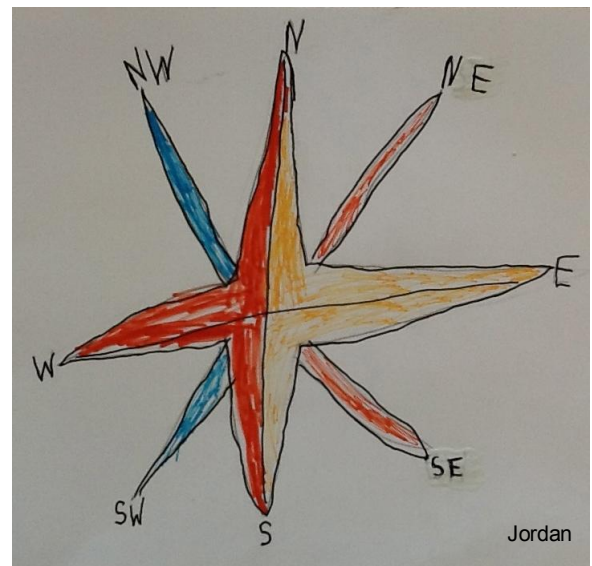
We all have different ideas but sometimes, usually, the North is red.



I did one that only had North, South, East, and West, but I wanted to make it better so I put Northeast and Southeast and Northwest.



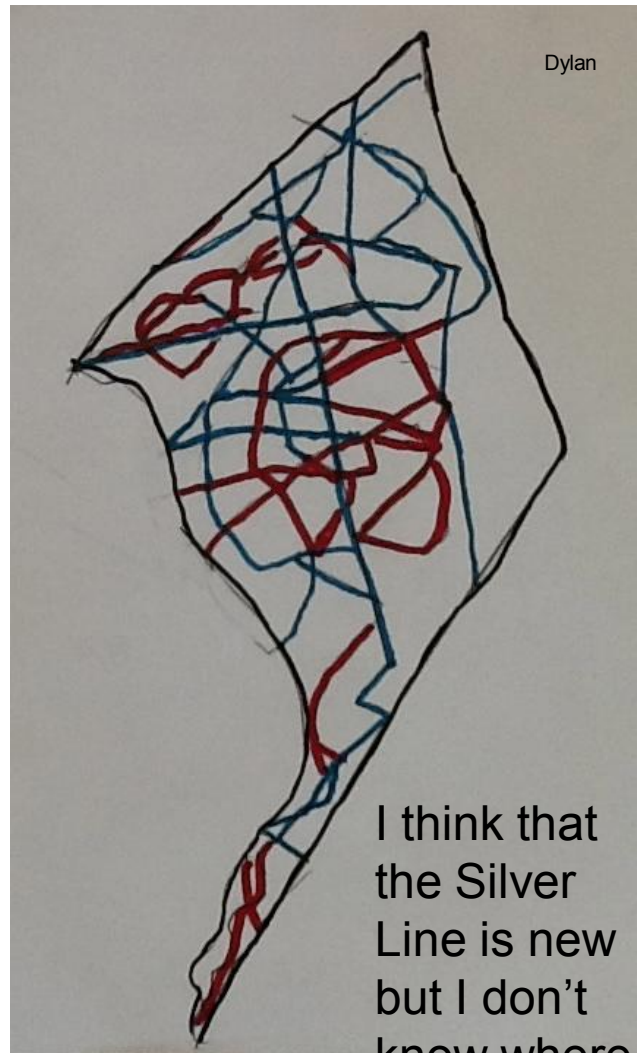
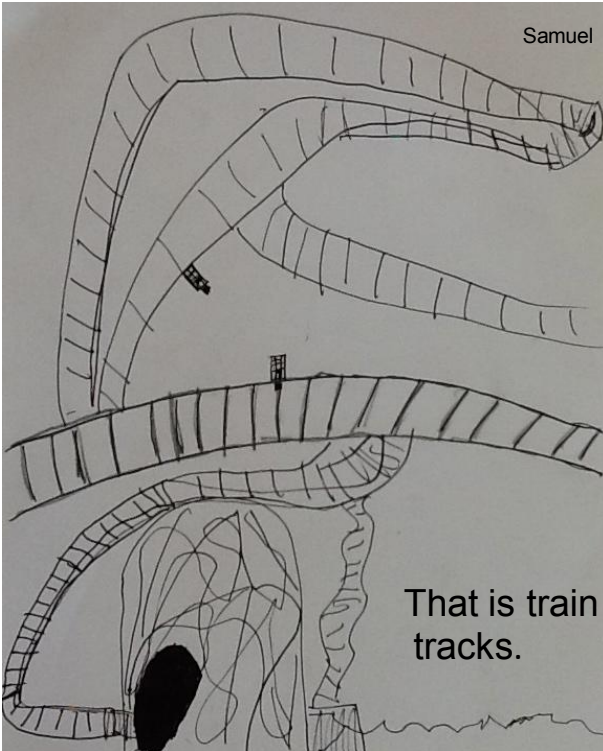
It kind of looks like a giant thing shooting letters.





# Routes

Metro - The red is the Red Line, and the blue is the Blue Line, and the gray is the Silver Line since it doesn't have silver.



# Room 202

## Map of Washington, DC







We found George Washington's idea about being a citizen in the Washington Monument Museum: "My first wish...is to see the whole world in peace, and the inhabitants of it as one band of brothers, striving who should contribute most to the happiness of mankind."

Two of our first graders defined a citizen this way: It's a person who is respecting things. If someone gets hurt you don't leave them there. Like the guy that got smashed with a rock and they took his clothes and everyone walked by him, even the priest. It was a guy that was not likely to help him that helped him.





# THE METRO

Washington International School,  
Pre-K A French

Sacred Heart School, PreK3



## DC METRO

By Washington International School  
Pre-K A French Immersion



### FUN FACTS

## About the Washington, DC, Metro: DID YOU KNOW THAT...

It is cheaper to use a Smartrip than a paper ticket!

The driver is called an operator.  
The Metro runs on electricity.

When you are 5 years old and older, you **MUST** pay to take the Metro.

<http://www.wmata.com/> is the Website about the Metro and buses in WDC.

The construction of the Metro started in 1969. In 1976, seven years after groundbreaking, Metrorail had its opening day.



Wheaton, on the RED Line, has the longest escalator in the world! It takes more than 3 minutes to go from the top to the bottom.



This is the Metro on the Red Line. The sign on the street has a big "M" and a red line to show the Red Line passes there.

*Sammy*

The Red Line has 27 Stations.  
The Blue Line has 27 Stations.  
The Orange Line has 26 Stations.  
The Green Line has 21 Stations.  
The Yellow Line has 17 Stations.  
The Silver Line has 28 Stations.

The "M" sign tells you there is a Metro Stop.  
The color of the line shows which line passes there.



- There are around 758,489 passengers using the Metro every day.
- The Metro can be underground, at street level or even elevated.
- WMATA owns 1,126 cars.
- WMATA means: Washington Metropolitan Area Transit Authority
- The maximum speed is 75mph.

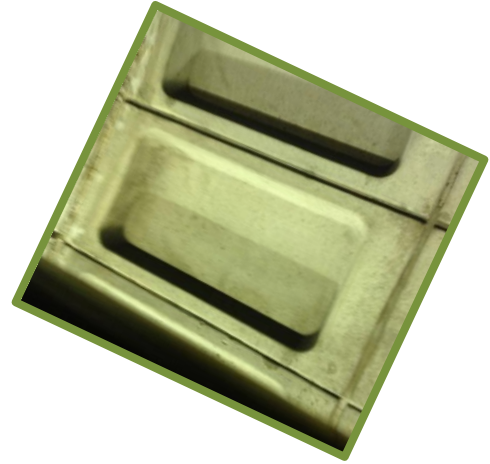


## LES FORMES DANS LE METRO – SHAPES IN THE METRO



This is a tile from the platform. It is a hexagon because it has 6 sides.

*Theo and Talal*



This shape looks familiar to me because it is like a rectangle; it has 4 sides. The sides are straight but the corners are round. It is in stone. It is the roof of the Metro.

*Sammy, Derek and Alec*



La lumière clignote quand le métro arrive. Les passagers peuvent voir et se préparer.  
The light flashes when the Metro arrives. People can see and get ready.

*Linnea and Helen*



This is the roof at the entrance of the Metro. It does not rain on you. It is made with rectangles and it is glass.

*Sonia and Imogen*



## WHAT ARE THE IMPORTANT RULES ON THE METRO?

On ne peut pas mettre les papiers par terre, pas de cigarettes. On ne peut pas manger ni boire dans le métro. On ne peut pas écouter la musique sans écouteur ni porter des choses dangereuses.

*Helen*

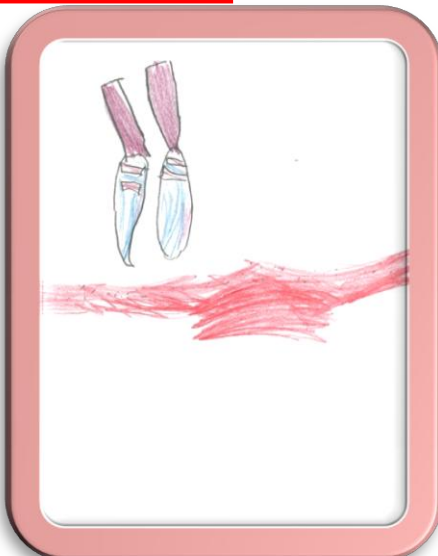
We cannot eat or drink. No smoking is allowed. We cannot put paper on the floor or carry dangerous material. We cannot listen to loud music. Only service animals are allowed on the Metro.



We need to sit down  
and keep our feet  
down.

I am little so my feet are not touching the ground. It is like flying.

*Linnea*





## WHAT DO PASSENGERS DO ON THE METRO?



Les passagers: un papa, une maman et un bébé. Ils arrivent dans le métro. Ils portent leur ticket dans la main. Ils ont une valise. Ils vont à l'aéroport.

*Imogen*



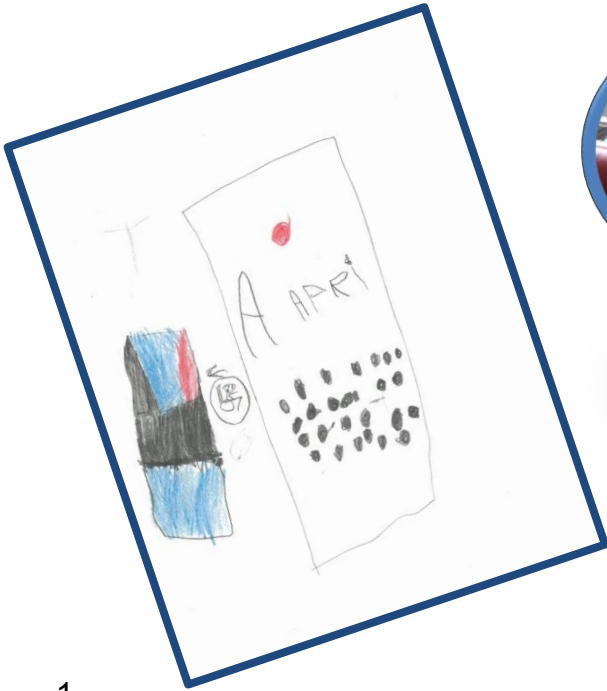
During our field trip, we saw people with luggage, listening to music with earphones, reading books or newspapers, using their phone to call, play or read messages. Some people were talking to each other or resting with their eyes closed.



Une personne écoute la musique. L'autre lit un livre. La madame prend son bébé dans les bras et lui donne la tétine. Ils attendent le métro.

*Sonia*

# THE METRO IS FOR EVERYBODY!



1.

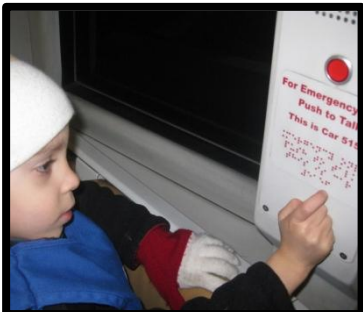


2.

1. This sign is for the blind people who cannot see. They can feel the bumpy dots (Braille letters) and know what to do in an emergency.
2. On the platform, there is also a bumpy floor so blind people can feel if they come too close to the hole.
3. The other sign is for people who cannot walk. Elevators are important. Otherwise people in a wheelchair cannot take the Metro.
4. Inside the cars, this sign shows where people in a wheelchair or people who cannot walk easily can sit. It is right next to the door.

*Derek and Linnea*

1.



2.



3.



4.





## STAIRS OR ESCALATOR?



After we looked at the video (<https://www.youtube.com/watch?v=qfcFWrckoLg>), we realized that it can be **FUN** to use the stairs, and it is better for you. It makes you do exercise.

We each created imaginary stairs! Also we learned that it is important to stay on the right side to respect the others.



## STEPS TO TAKE THE METRO



### Steps to take the Metro:

- Buy a card or a ticket.
- Swipe your card on the circle at the gate.
- The gate opens and you can pass.
- If you need help, you can ask the person inside the booth.
- Go down to the platform and wait for your Metro.
- At the end of your trip, swipe your card again to get out of the station.

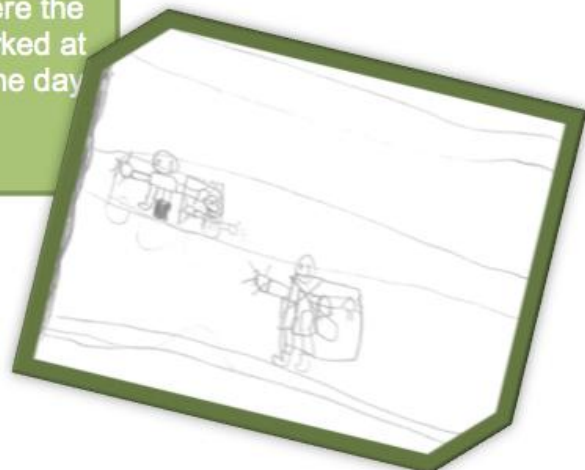


## WHAT CAN YOU SEE AT THE END OF THE LINE?

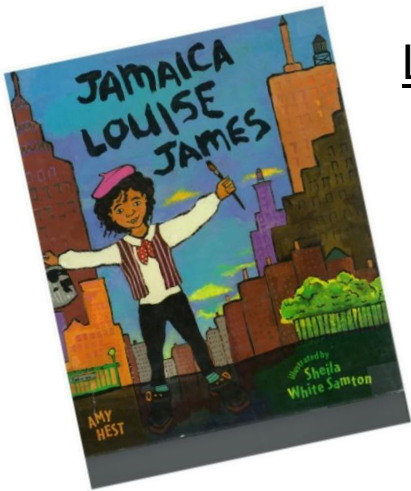


### "BRANCH AVENUE"

The train is at the end of the line. There is a sign "no person allowed to pass the gate." We can still see tracks. We wonder if this is where the cars are parked at the end of the day *Talal*







## LET'S DECORATE THE METRO WALLS!

If you read this book, you might be inspired, like we were, by creating artwork to decorate the Metro walls. We all agreed that this little girl had a "COOL" idea!!



Les gens vont aimer ce poster parce qu'il y a beaucoup de couleurs et les 2 personnes ont un grand sourire.

*Sonia and Imogen*



People will enjoy our poster because we used lots of colors. They will think it is funny. Une personne est fâchée et une est contente.

*Helen and Linnea*



People will like our poster. It will make people happy because they will feel good. Our poster can be seen from all the different sides. It can help people use the Metro.

*Theo, Alec and Sammy*

Our poster will make people happy because it looks nice. It is "cool." The blue part is for the Metro. On each side, there are speakers. It would be nice to have music inside the Metro so people would be happy and they would dance.

*Talal and Derek*



# The Story of Rayo!

By PreK3 of Sacred Heart School

*Inspired by our investigation of the DC Metro system*

Rayo is our friend. He is a train who lives on the Metro tracks. He is red because he likes to go on the Red Line and because he eats all red food like apples (but he also likes to eat electricity).



The tunnels are a big part of his home. He doesn't have a house so he sleeps, hides, and drives in the tunnels. He needs lights because in the tunnels it's dark. Rayo turns on his own lights so he can see and be safe. If he didn't turn on his lights, he would go kaboom, kaboom, **KABOOM!**

Rayo has friends: the Red Line, Green Line, Orange Line, Blue Line, and all of us.



Sometimes, Rayo goes to the Washington Monument or the supermarket, but he mostly just takes people home. Once he picked up a man who was going to sell lemons.





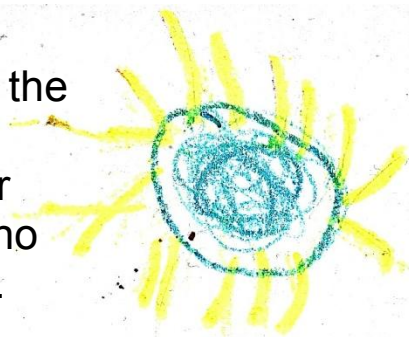


Today, he is going to pick up people at the Metro stations and help them carry packages. Rayo is a super fast train! He goes *SHOOOOOOM* in the tunnels all the way to Union Station and sometimes even the Natural History Museum.



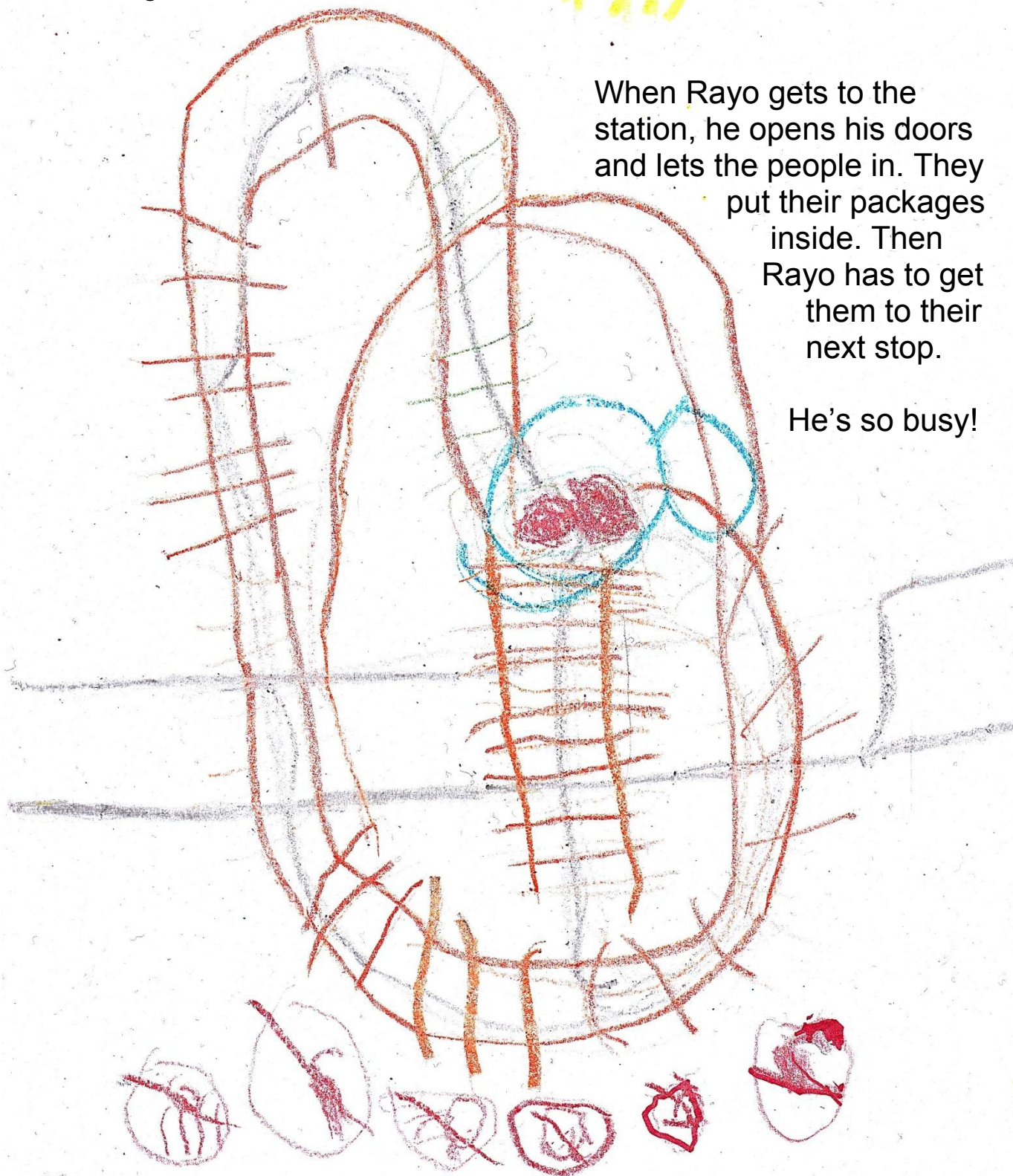


The people wait for Rayo at the station. The station has rules: no pets, no danger, no food or drinks, no trash in the Metro, no smoking, and no loud sounds.



When Rayo gets to the station, he opens his doors and lets the people in. They put their packages inside. Then Rayo has to get them to their next stop.

He's so busy!



When Rayo comes out of the tunnels, he bounces on the tracks because there are a lot of stones on them. He turns his lights off because the sun is so bright! He sees trees passing by really fast, too. The trees are gray when they don't have leaves on them. Sometimes they are green. The teachers and friends riding Rayo see lights and trees moving really fast past them.



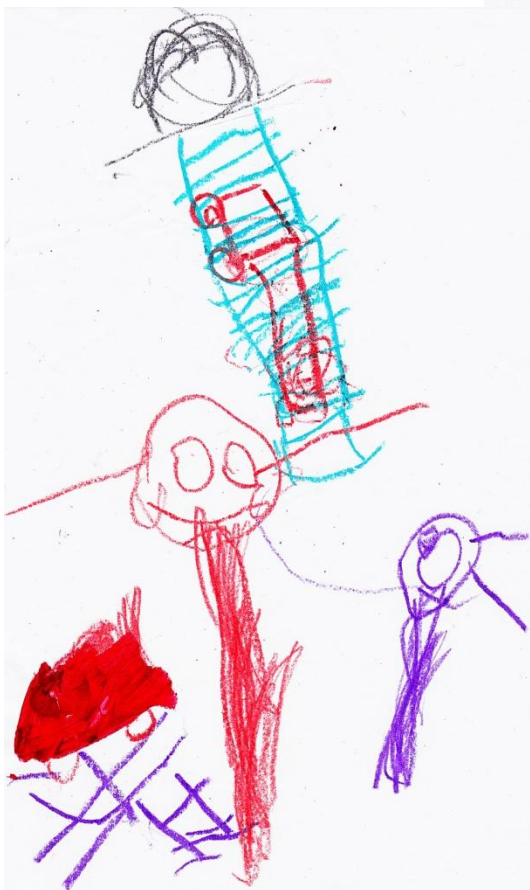
Rayo is friends with a giant turtle (who doesn't have a name because he doesn't need one). He doesn't live in the Metro, but instead in the water on top of the land. He is scared of the dark tunnels, but he likes to look in the windows of the tunnels to see his friend Rayo. If Rayo is sleeping with his lights off, the turtle can't see him. The turtle doesn't go in the tunnels because he wears a big shell that he can't take off, so he doesn't fit.



That's why he looks through the windows when he gets the chance. We know that the turtle and Rayo love each other and they feel happy and that makes us happy.







Rayo has other friends, too. He has train friends, people friends, and even animal friends. All the people who use the Metro are Rayo's friends. We are all his friends because he lives here in Washington, DC, and so do we. Rayo and all of the Metro trains and stations are part of our community. We love Rayo because he takes us places and he goes really FAST!





### Behind The Scenes: The Making of Rayo!

PreK3 investigated our Metro system and were very excited about everything that we discovered! Together, we researched the trains that take us everywhere: to the movies, tunnels, the Mall, and even to our grandma's house. We decided that we also needed to do some field research, so Ms. Anna and Sra. Gonzalez took us on a Metro ride where we gathered data, took notes, and took pictures of what we found to be most important.

After this experience, we wanted to share our knowledge by writing a story all about one special Metro train. We named him Rayo because Rayo means *lightning* in Spanish. We gave him that name because he is so fast!







# UNION STATION

School Within School at Goding  
(DCPS), Kindergarten

# Documenting a year-long encounter with Union Station

Kindergarten Teachers

Margaret Ricks

Laura McCarthy

Atelierista

Marla McLean

School Within School at  
Goding (SWS), DCPS

I think Union Station  
belongs to everyone  
in Washington, DC,  
because everyone in  
Washington, DC, can  
go and see it and no  
one will say, "You  
can't go in there  
because it belongs to  
me." *Anais*







**Charlie:** I think Union Station belongs to Joshua Bell because he plays there.



**To whom does Union Station belong?**

**Ravi:** Well, I think it belongs to, like, the security guards, the people who keep Union Station up.

**Priya:** I think Union Station belongs to everyone, including pets. And if people are old, they can also go to Union Station. Even if people come from a different city and they come on vacation to Union Station, it belongs to them, too.



# What's the Most Important Thing for a Kid Who Doesn't Live in Washington, DC, to Know About Union Station?

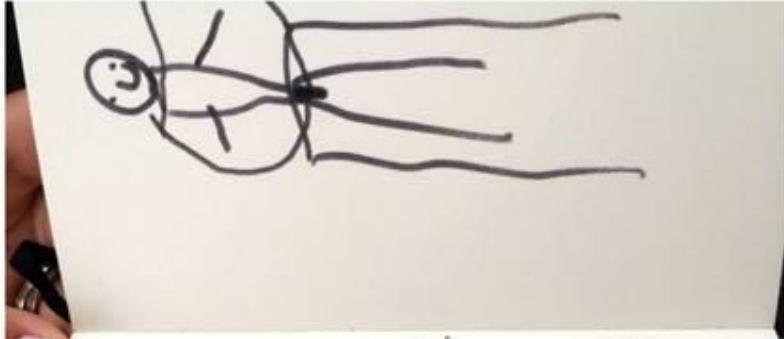


The columns that hold up the other floor. *Jack S.*  
There's a secret hall that leads up to the ceiling and there's lights up there. *Sasha*



There are little people that are statues that stand in the space where Joshua was performing. *Milena*





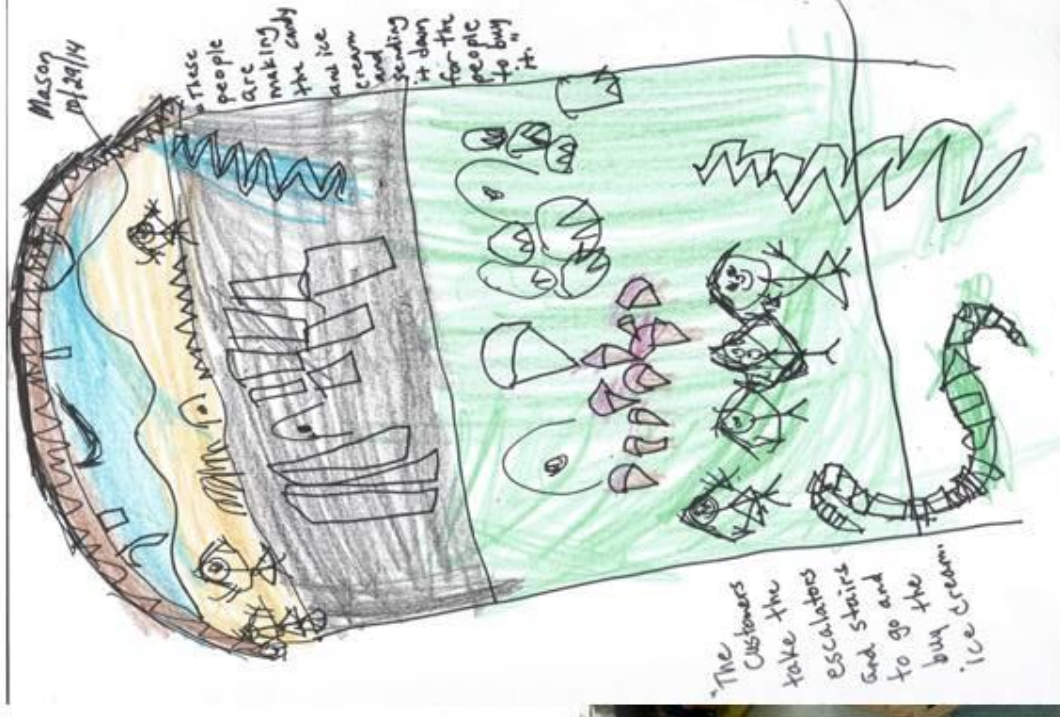
I see a knight-  
who is naked  
statue.  
I think they are  
knight's statues.  
wonder why  
they are naked.



# What Should Kids Do at Union Station?



**Eleanor:** They should visit the ice cream shop.  
**Tilly:** They make different kinds that you don't know their names of.  
**Quinn:** There's a bunch of flavors there.  
**Barrett:** They make it different. Not a lot of people make it that way.





**Priya:** There is one smoothie shop at the station.

**Myles:** Yeah. There's lots of food.

**Ms. Laura:** Why do you think there is food at Union Station?

**Maddie:** They're hungry.

**Ms. Laura:** Who's hungry?

**Maddie:** The people. The people who travel.

**Payton:** You need to get food for your ride.

**Santino:** Or for after your ride.

**Julia:** They have breakfast places too. And I think those are there in case people are running late and need to eat breakfast on the way to work.



**All:** We need a toy store!

**Ms. Laura:** Why is the toy store important to Union Station?

**Rebecca:** So kids can have something to do on their long train rides.

**Payton:** I know! Then we need to have a book store. Because grownups like to read books. And that way, grownups can have something to not be bored and so can kids.

Menus!



Pretending we're adults in the Great Hall

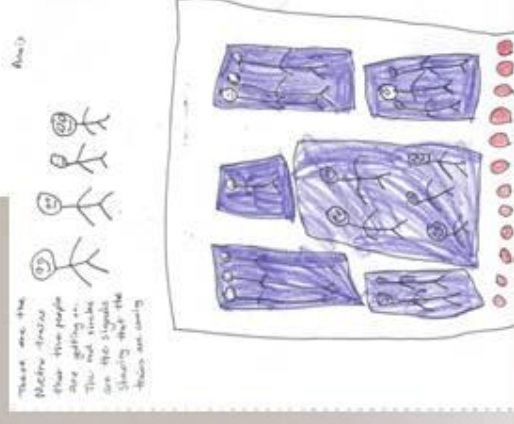
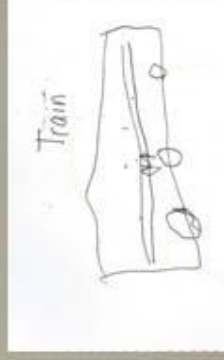
# They Should Go...



- ... and eat in some of the restaurants there. Zeke
- ... eat the pizza there. Cleopatra
- ... see people singing there, like Joshua Bell. Auden
- ... to the shops. Jack S.
- ... up the the stairs to the top and look down. Paige



# They Should Know about the Trains...

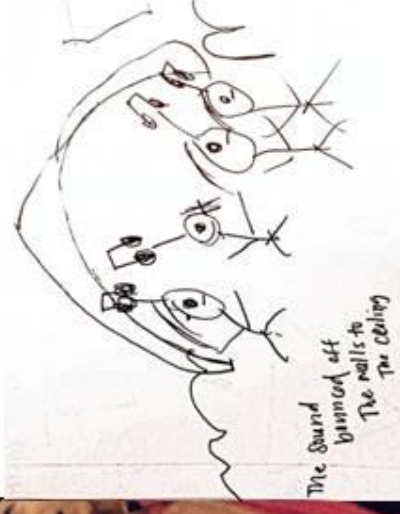


...the trains, the ticket booths, the Metro, the MARC train.





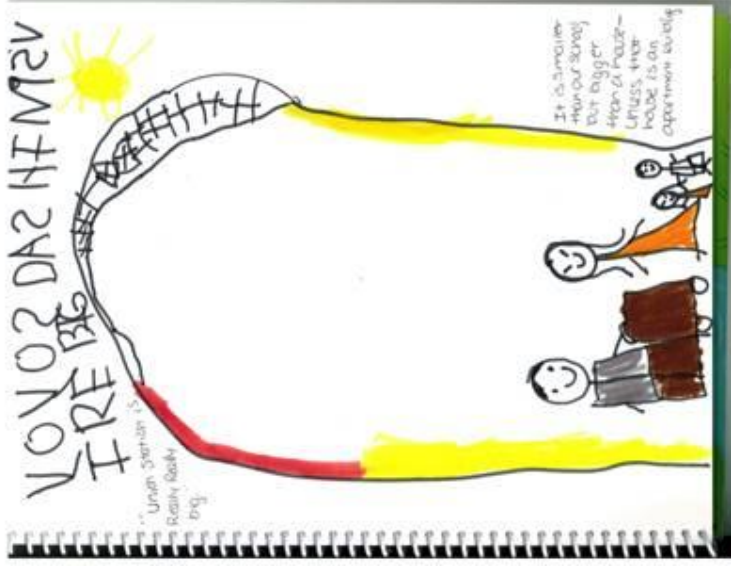
# Research took many forms



Researching acoustics at Union Station. The children sang in three locations and recorded their theories of sound.







Students make sense of Union Station based on their previous experience.



**Ms. Laura:** What kinds of signs are there in Union Station?

**Liam:** Signs that tell you where to go in the station, the train or the store, or the restaurants.

**Lily:** They tell you when the train is coming and where it is going to.

**Jasmin:** They tell you which train to get on.

**Liam:** Our classroom trains should go to Virginia, Pennsylvania, DC...

**Jasmin:** New York.

**Lily:** One should go to the airport, because once my dad took a train to the airport.





Virtuoso violinist Joshua Bell performs live at Union Station for thousands... and the Kindergarten children of SWS were there with their sketch books.





Author/Documentarian of Union Station,  
Carol Highsmith visits SWS, adding to the  
children's vast experiences.

## Turning our Classroom into



**Josh:** I just had a crazy idea! What if we made our **WHOLE CLASSROOM** Union Station?

**Julia:** We can build arches on top of Dramatic Play to make it look like Union Station.

**Ingrid:** Our classroom doesn't have stone walls. We could decorate paper to look like stone walls and tape it up.

**Jane:** I like that idea. But we should use cardboard walls. They will last longer.



**Brandon:** We need an Amtrak, a MARC, and a Metro. Because those are the trains that Union Station has.





**Liam:** (gets up to show us the space between Dramatic Play and the Block Center) I think a train could fit here. This is where we should put our trains.

**Apolena:** Yeah! Then the block platform could be where people stand to wait for the train! (gets up and demonstrates this)



*Children learn to negotiate and compromise as they simultaneously plan their building projects and generate community rules for their space.*



**Ingrid:** But people really like to play with the Block Center. We have to make sure people can still do that.

**Bryce:** The train will only go in the space in between. People can still build blocks on the platform. But they will have to be very careful, so they don't break our class's train.

# To whom does Union Station belong?



Maya: I think it belongs to anybody who lives next to or very close to it.

Milena: I think it belongs to the government.

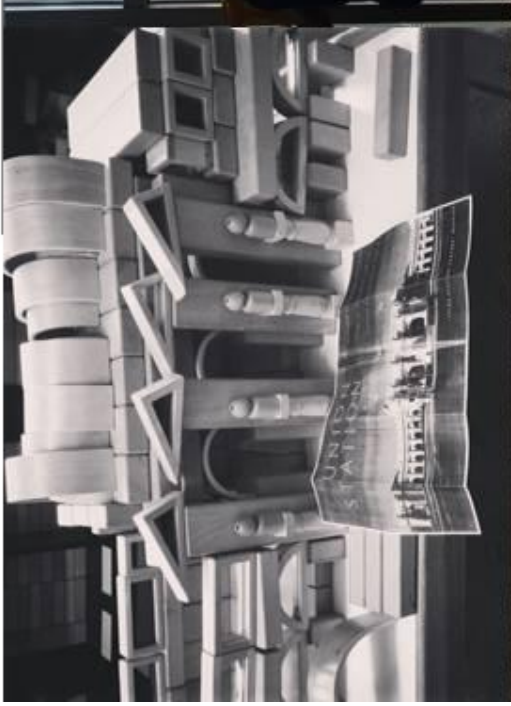
Anais: I think it belongs to everyone in Washington, DC.

Paige: I think it belongs to the president.

Mason: Union Station belongs to everybody in the whole wide world because they get to go there so they have to support it by taking care of it.







"The Child Has a Hundred Languages."  
- Loris Malaguzzi





# SOME DC LANDMARKS

Washington International School,  
Pre-K C Spanish and Kinder C Spanish

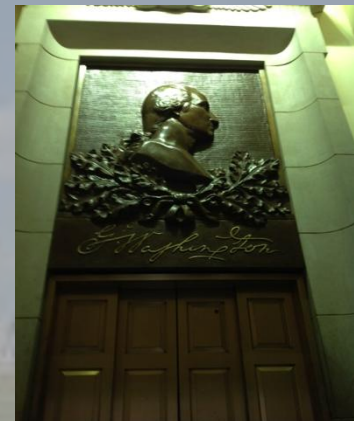
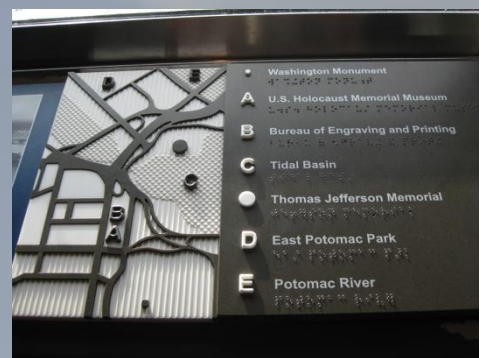
# DC LANDMARKS Pre-K C Spanish and Kinder C Spanish Washington International School



## THE WASHINGTON MONUMENT

## THROUGH

## OUR EYES

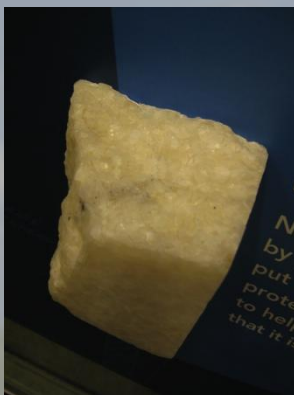
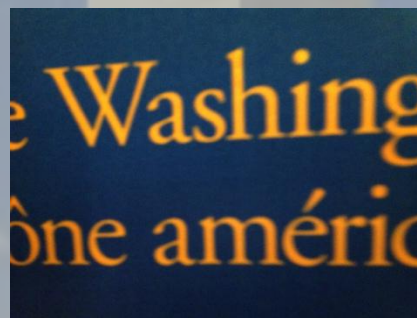


Teachers: Mabel Ramirez, Marcela Castillo, Consuelo Zuluaga, Mariell Aleman





We saw these.  
Can you find them on  
your visit to the  
Washington Monument?







It is important for the planes to see the flashing lights of the monument so the airplanes don't knock the whole building. *Mea*

Yo puedo ver el "Washington Monument" desde mi ventana. El 4 de Julio yo voy al "rooftop" con mis amigos y "watch the fireworks." *Lily*



Me gusta el monumento porque puedes ver muchas cosas y puedes ver el "Potomac River" y la "Reflecting Pool." Me gusta el río Potomac porque está limpio. *Sahar*







I like to see the city from the Monument because I can see the people happy in their houses. The people in DC are happy. I have seen them smiling. *Lili*

Es importante dibujar agua porque después los niños no saben que Washington, DC, tiene un lago y un río. *Ana*



Me gusta porque se ve muy lindo y hay muchas personas y me gusta ver las personas. Tú puedes ver una estrella flotando encima del árbol de navidad, hay trenes "circling" el árbol. *Pia*

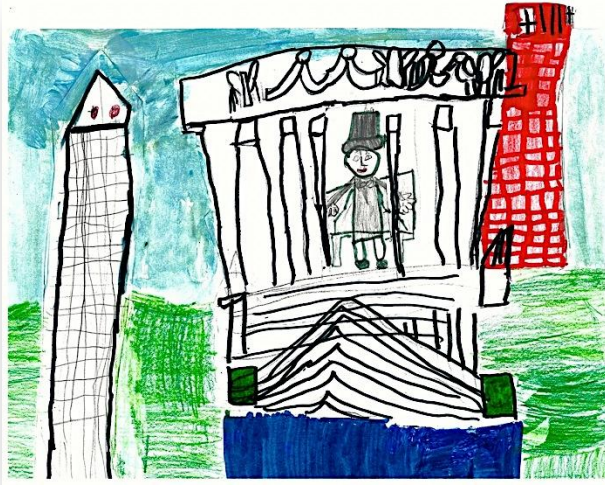
I went to  
different  
places to see  
the  
Washington  
Monument  
and I saw the  
Washington  
Monument  
from the  
Kennedy  
Center and  
from other  
buildings.  
*Mischa*



My favorite  
place in  
Washington is  
the tall, tall  
monument.  
*Christopher*

I can tell the children that the flags are in the city,  
someone made them. I can tell them there are  
many flags at the Washington Monument. The flags  
are in a circle. *Christopher*





Me gusta mirar desde arriba porque puedo ver el Monumento a Lincoln y me gusta mucho porque Lincoln tiene una mano fuerte y una mano suave. Una es para "kindness" y la mano "closed," como roca, es que estaba "powerful."

*Federica*



Yo puedo ir al "Washington Monument" y cuando estoy arriba puedo ver muchos monumentos: El Capitolio, la Casa Blanca, y el Jefferson que es como el Lincoln pero tiene un semicírculo arriba. El "Lincoln Memorial" es en el "East."

*Iñigo*



Me gusta mantener el monumento limpio.

*Ainsley*



# THE CAPITOL

People go to the “Capitolio” to see what they have learned about works in Washington, DC. They have to learn how to make incredible stuff.

*Riya*



I like the “Capitolio” because my dad used to work there. I also like seeing the president.

*Kiera*



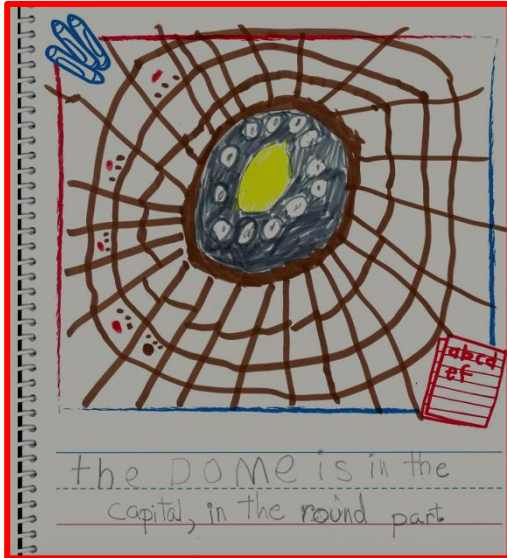
Personas están “working” en el Capitolio. Es muy bonito. Me gusta mucho porque tiene muchos “designs.”

*Sienna*





In the Capitol they make  
the rules. *Sophia*



Puedes ver los "fireworks"  
el "4<sup>th</sup> of July." Y puedes  
comer picnic en las  
escaleras del Capitolio. Y  
puedes ver los "cherry  
blossom trees" en la  
primavera.

Me gusta el Capitolio  
porque mi papá "used to"  
trabajar en el Capitolio.  
*Alexandra*

Me gusta el  
Capitolio mucho.  
Me gusta porque es  
grande.

*Lucas*



I like to keep the  
Capitol clean.

*Ainsley*





# THE WHITE HOUSE

This is the White House. Barack Obama lives there and Barack Obama's wife. He is the president of the United States.

*Shanti*



La Casa Blanca es muy grande. The president lives there. It is not only a house, it's also a work.

People have meetings there... meetings that are really important for Washington, DC.

*Leo*



Yo fuí a la Casa Blanca en Navidad, ví el cuarto rojo, el cuarto verde, y azul. Yo ví "around it" y ví zanahorias "in the garden" y tomates. Ví tres árboles de Navidad.

*Jack*





WE BUILT THE NATIONAL MALL







- our Sun

Me gusta el "Air and Space Museum" mucho porque puedes aprender como funcionan los "rocketships."  
Este es un avión que está en el tercer piso y es un poquito como el que los "Wright Brothers made." Eran las personas que inventaron el primer avión.

Clara



Alexander

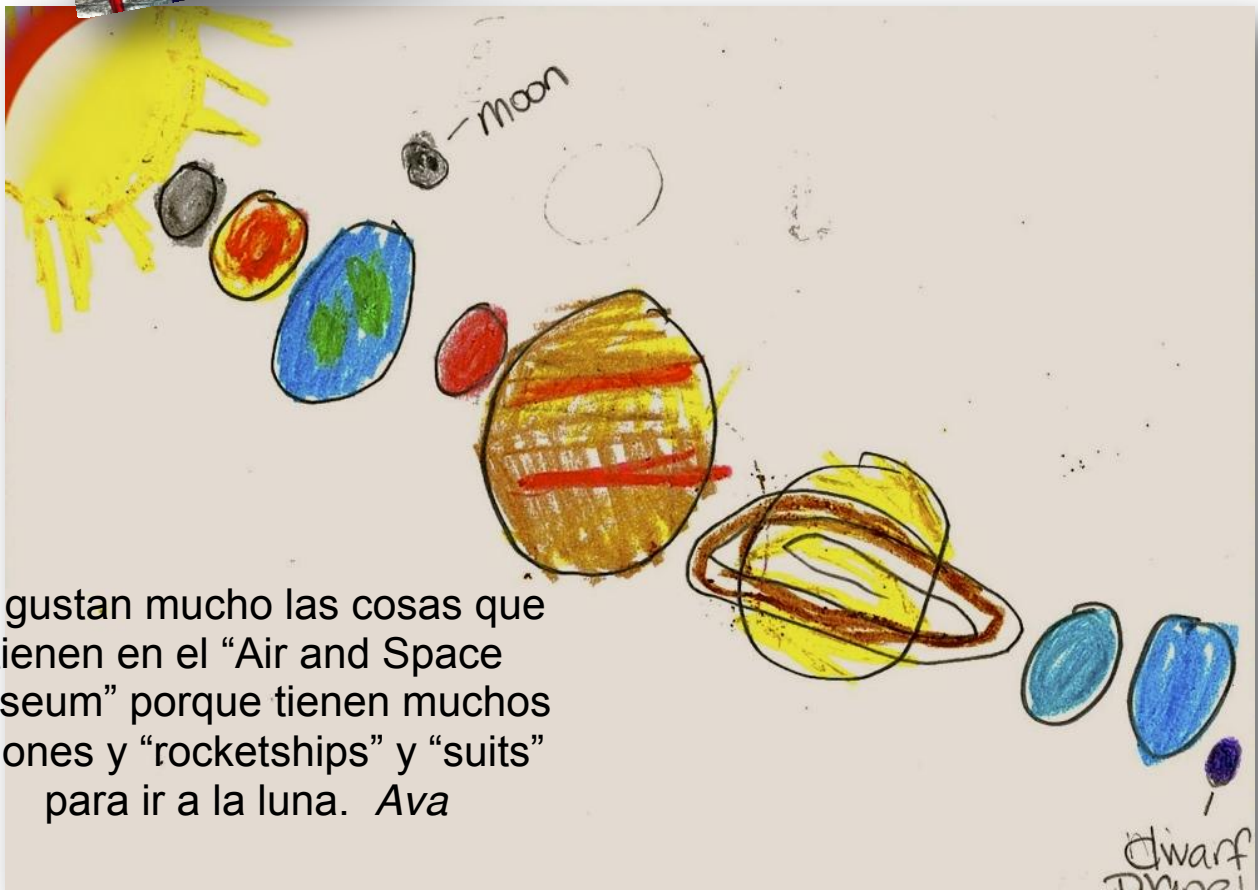
I like the Air and Space Museum because they have blocks to make rockets upstairs. There is a rocket called Black Bird.







Este es un avión, las personas estan adentro y a veces cuando "land" el avión se rompe.

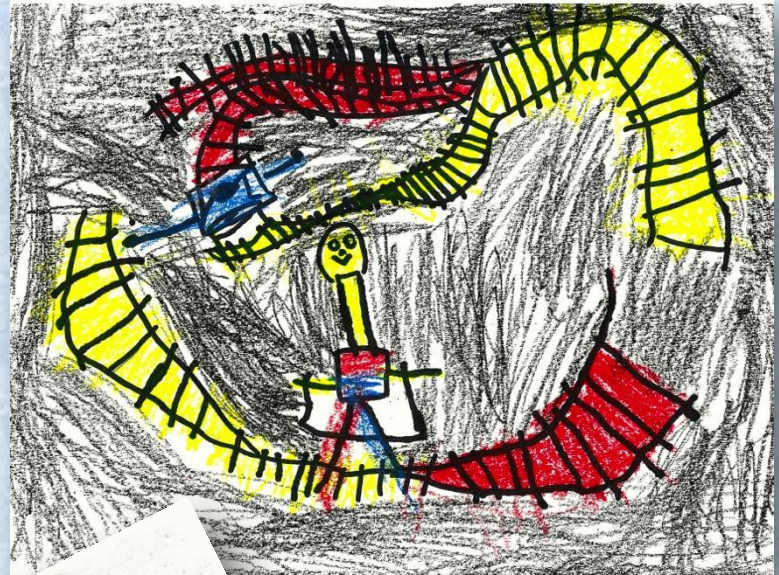


Me gustan mucho las cosas que tienen en el "Air and Space Museum" porque tienen muchos aviones y "rocketships" y "suits" para ir a la luna. Ava



I like the simulators. You sit and it makes you go around and around; it's like you are in space. You are in the track and you follow the track and then they drop. It's very fun, it is the Cosmic Coaster.

*Jigme*

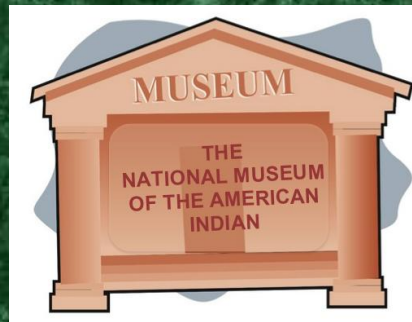


I like the aircraft carrier  
because it  
has to go  
fast. They  
need to get  
the planes  
ready to take off,  
to get in the air so they  
can practice fighting. *Felix*



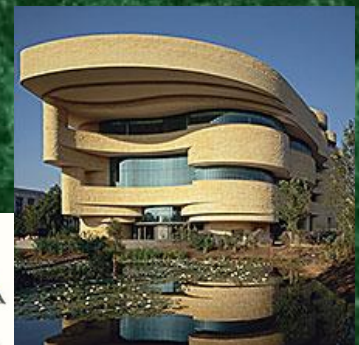
I like to keep the museum clean.  
*Ainsley*



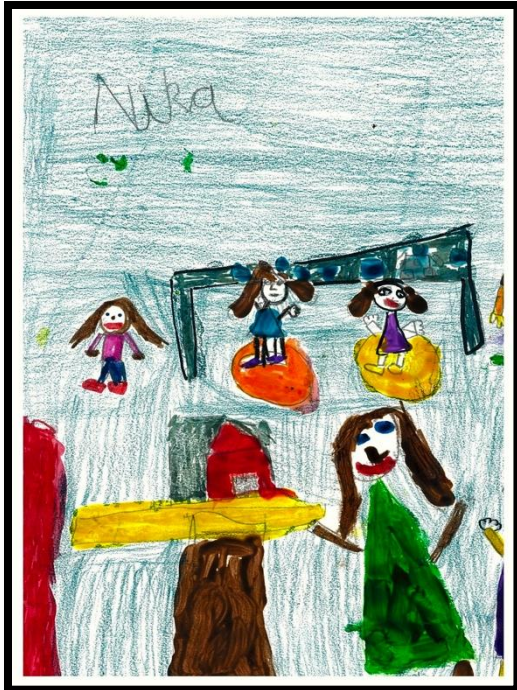


El iglú se puede hacer y después ir adentro. En el tipí se puede ir adentro, tiene "a bison head."

*Paolo*







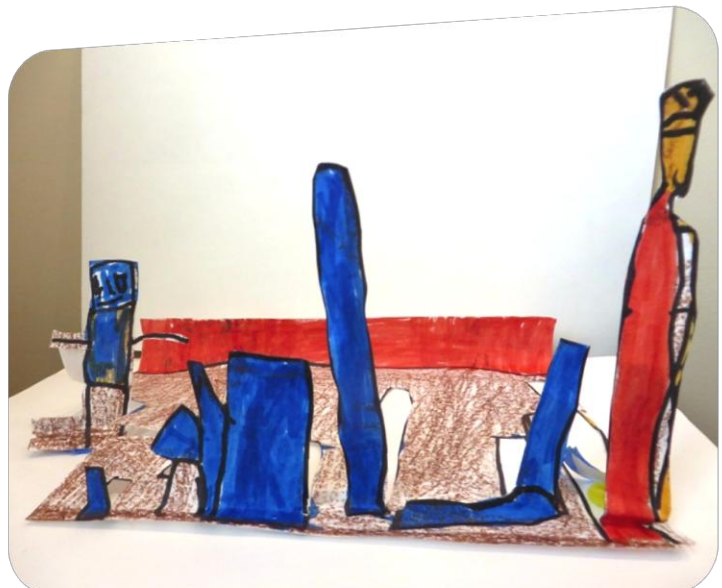
This shows you the inside and the outside of the building. You can see that the outside is made out of Lego, but in the inside only the humans are made out of Lego.

There is a lot of fun stuff on each floor and you can learn how to build with them.

*Nika*



I like science. They have a special slime. It's really cool; you can squeeze it for a lot of time. You feel it.



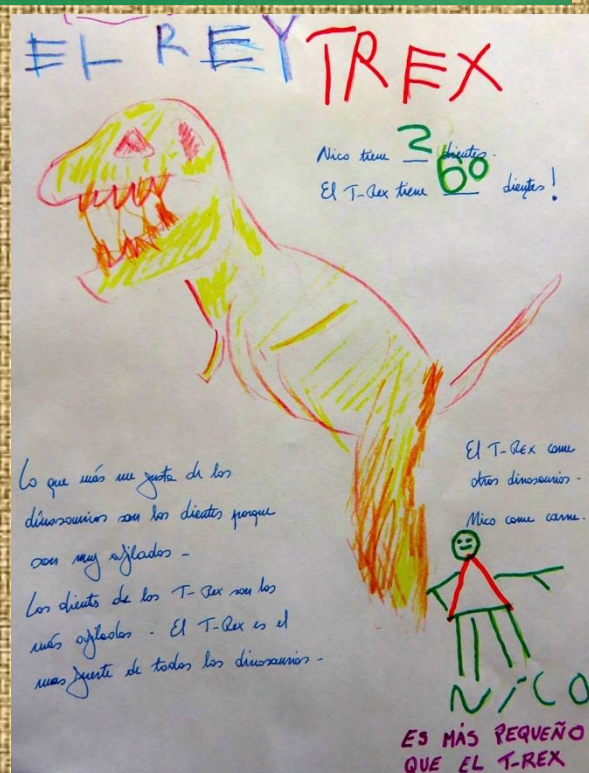
They have blue giant blocks. There is, Like, a square, a long square, basically any shape. They are like giant Legos. I can build a robot. *Seiji*





Me gustan los dinosaurios. En el museo tienen los huesos de la cara de los dinosaurios. Y me gusta porque tienen muy buenos juguetes en su juguetería.

Nico







# SCULPTURES AND SPACES

School Within School at Goding  
(DCPS), PreK3

# Sculptures and Spaces

PreK3 Teachers

Krista Howell and Michiko Marron  
and Atelierista Marla McLean

School Within School at Goding, DCPS

These pages tell the story of our PreK3 students' experiences at the National Gallery of Art and NGA Sculpture Garden, on the streets of DC, and in the classroom and studio at SWS. What can we learn from children as citizens?





What is a  
sculpture?



- They can't walk. *Dale*
- Birds can be on a statue because it's pretend. *Cora*
- A thing that's very tall. *Oliver*
- Sculptures can't fly. *Max*
- Something that doesn't move. *Connor*
- It doesn't make noise. *Kira*

## What is a sculpture garden?

(children's responses before a field trip)

- A garden can't go to the sculptures because it's prickly and you can't touch it. *Brynn*
- It might be a house. It has grass in it. *Milo M.*
- It looks like a home... *Phoebe*
- A field trip. It will have lights. *Rohan*
- I have a sculpture garden. It's way far away and dad has to drive to it. It's purple, it has sculptures. *Brynn*
- Reminds me of the sculpture garden that I went to at my old school. *Eliza*
- It's my old school. *Will*







“It’s a road to a Sculpture Garden!”



On the way to and from the  
Sculpture Garden, DC's  
youngest citizens  
encountered their city.



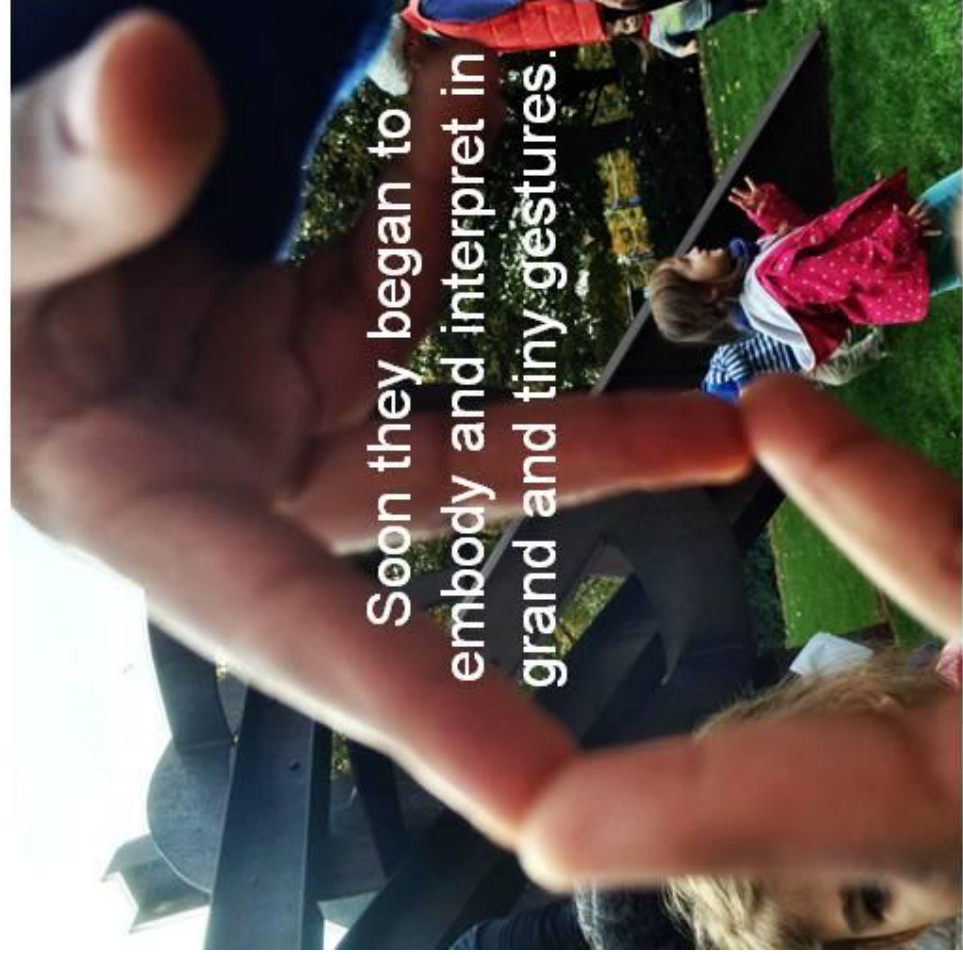
*"It (the city)  
belongs to kids."*

Rohan





The teachers invited the children to make sculptures with their bodies, asking, "What shapes do you see? How are those big parts connected? How can you connect your body to a friend and turn into the sculpture?"





There were many moments worth reflecting on.

By going inside a sculpture, it became a house. Children negotiated when it was bed time and when a bad guy was entering.

This stopped for a moment when a spider web was spotted.



How do young DC citizens encounter the National Sculpture Garden?



An unexpected visitor  
amongst the  
sculptures prompted  
a pause, and a  
moment to reflect on  
both nature and the  
sculptures





Back at school, ongoing  
project work:  
child-made  
literary costumes that  
transformed children  
into  
living sculptures.



*Children  
as the  
Curriculum*





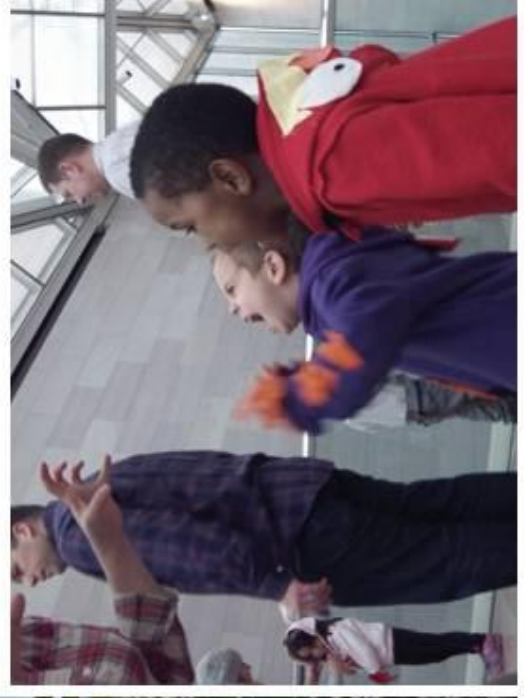


Constructing the costumes over six months enabled children to thoughtfully execute their vision.

**School and home experiences intertwine...**  
We were inspired to revisit the National Gallery of Art over the weekend, and basically retrace our original (SWS) field trip footsteps -- this time with the whole family in tow. *PreK3 Parent*





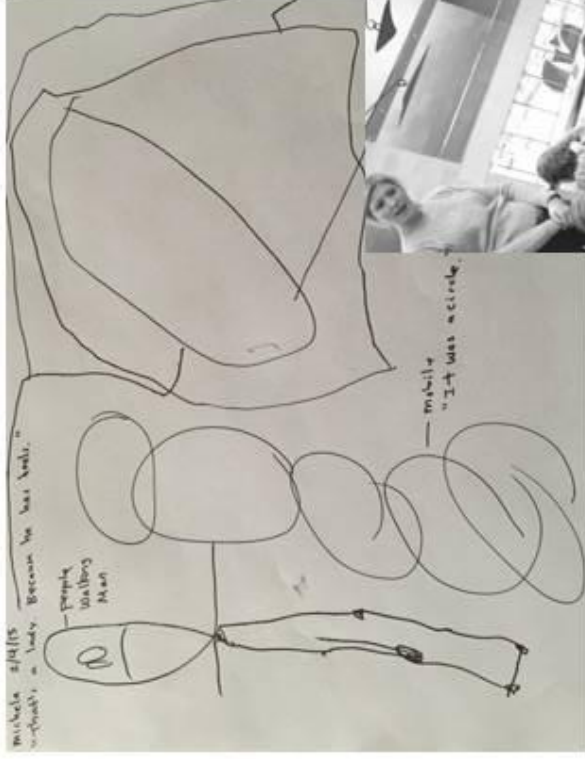


Joy  
Wonder  
Awe

Three year olds visited  
the National Gallery of  
Art  
in their costumes.

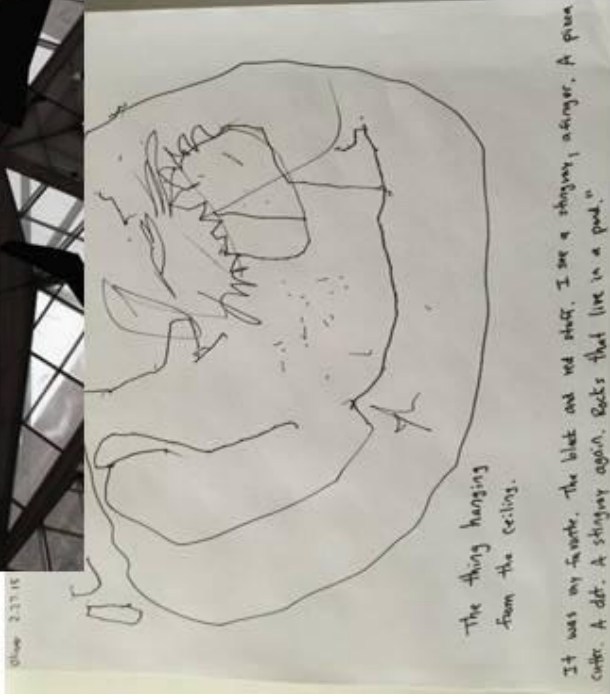


# Reflections



That's a lady. He has high heels.

*Michela*



I see a stingray. A pizza cutter. A dot. A stingray again. Rocks that are in a pond. *Oliver*



Scale, balance, and aesthetics are complicated properties of sculptures.

## The Children's Reflections on Sculptures



My favorite sculpture at the sculpture Garden [is] The House. It changes colors. My sculpture, I just made it stable.  
*Milo M.*



*"A sculpture, it's really really big!" Carter*

# Visible Listening





Olivia: “This (work) reminds me...



of flying.”





# THE REAL BEST PLAYGROUND EVER

Seaton Elementary School (DCPS)

## THE KENNEDY PLAYGROUND



President John F. Kennedy



The playground was named after John F. Kennedy. He was the 35<sup>th</sup> President of the United States of America. The playground is near our school, Seaton Elementary (DCPS). The playground is for everybody! It is the real best playground ever.



# Rules

**What are some important rules for the playground?**

Kayla: No screaming or crying on the playground.

Teacher: Why do you say that Kayla?

Kayla: Because if your grandfather takes you to the playground and there is a lot of screaming and crying, his blood pressure might go up and you don't want that.





Rule 1: One person on the slide at a time.

Rule 2: Keep the park clean!



Rule 3: Keep your shoes tied!





Rule 4: Share with your friends!

Rule 5: Have fun!



**To whom does the Kennedy Playground belong?**

Giovanni: It belongs to John F. Kennedy.

Christian: I think it belongs to everyone because everybody can play on it. It's not just for one person. Everybody can play on the playground.

Raymond: Everyone can play on it. I like to see other people play on it.

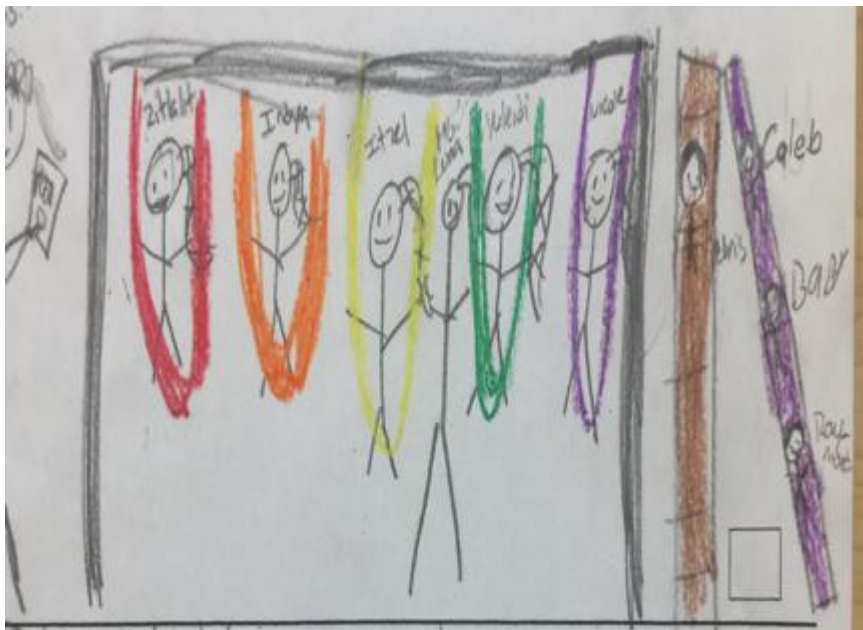
**Why does Washington, DC, have the Kennedy Playground anyway?**

Michael: Because they didn't have a playground. So they built one so children can have fun playing on the playground.



Research site: Kennedy Playground





The Kennedy Playground is colorful. The colors are, like, red, green, blue, yellow, and orange. I like to slide down the slide. It is big and goes slow, then very fast. It makes me feel like a racecar driver.

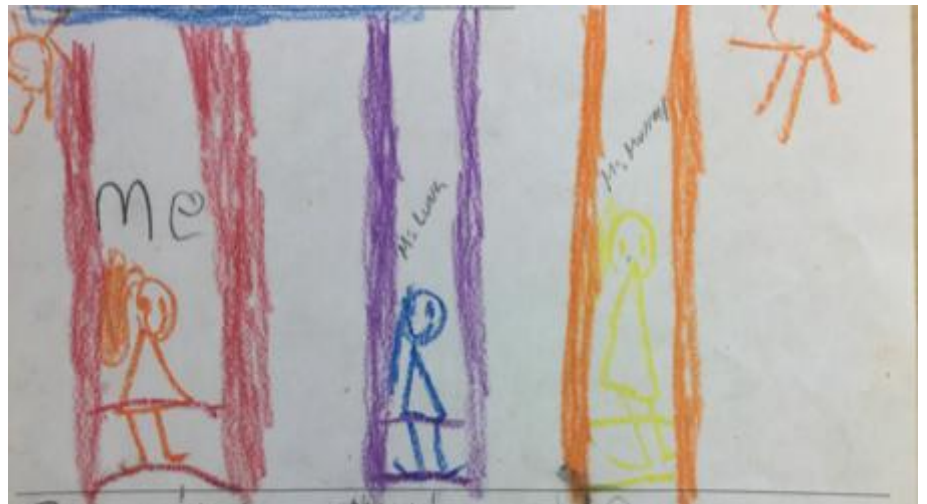
Kids like to play on the playground. When you go on the slide, you go fast. The Kennedy Playground has a big blue swirly slide. When I climb the tall slide ladder, I feel scared. When you get into the slide, you cannot see the sky. There's a roof on the slide. I feel happy when I get to the bottom of the slide.





I like the playground because the slide is fast. One has a lot of stairs. When you get to the top you can look out a hole and see you're up high. The stairs are like a tower. It's like a castle too. It's very, very high up.





I like the swing.  
It takes me high to the sky.  
I like the swing.  
I like to swing to the sky.





The Kennedy Playground is fun. You can play with your friends and you can push your friend. When I sit on the swings, I spin myself on the swing and the swing spins faster and faster. It is fun.



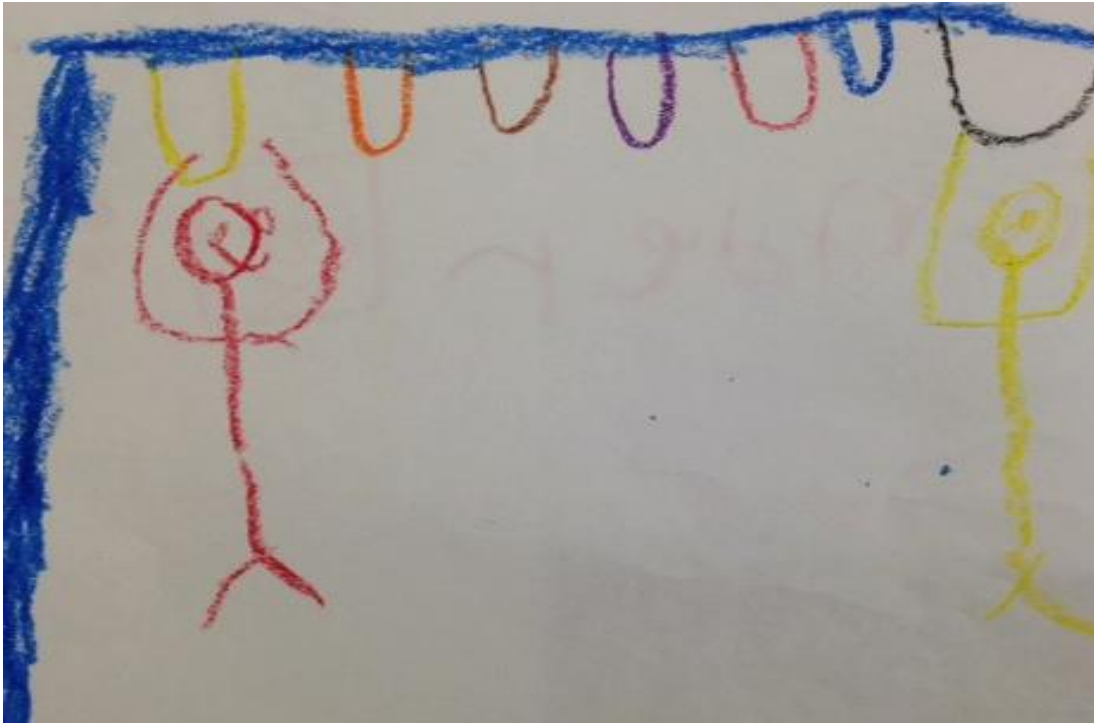
Everybody is happy at the Kennedy Playground. It is so fun. I can play with my friends or I can play by myself.





The swings are the best. They take me to the moon, to the sun, to the stars.

I like the monkey bars. They are the best. They give my hands energy. You have to be strong to hold on and to go all the way across.

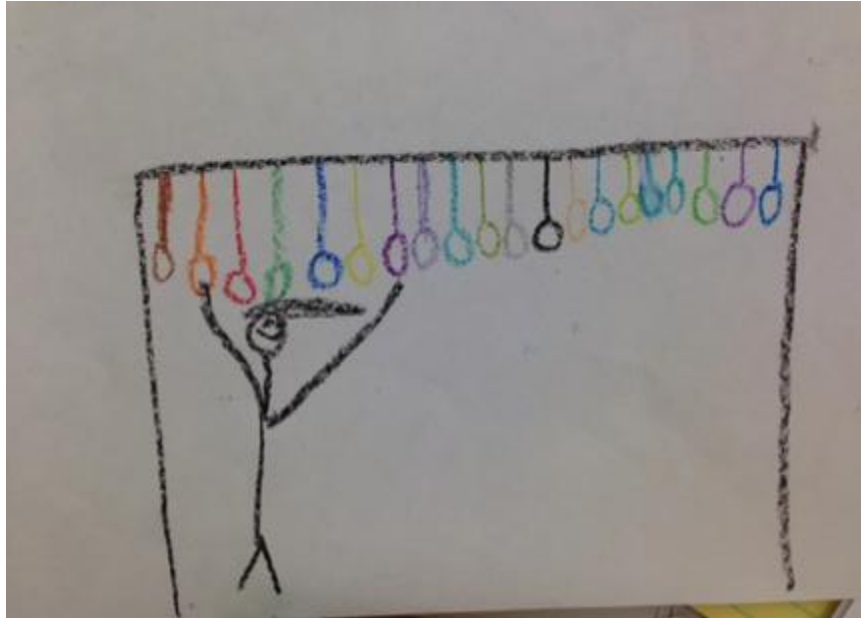




I can pretend that I am a monkey or a gorilla. When I hang on the monkey bars for a long time my hands get sweaty. I have to jump off and wipe them. Then I can get back on.



Sometimes I cannot reach the bars and my mom or dad has to help me. When I go all the way across the monkey bars I am happy.





The water part is for the summer when it is really, really hot out. There is a button inside the flower that turns the water on. It shoots out and I pretend that I am taking a shower.



I am happy when I get to play in the water, I like to get really wet and then go down the slide because you go faster, like Lightning McQueen!







**Pre-Kindergartners Tell Stories  
About the Kennedy Playground**

Me, Kenadie, and my brother are going to the mountain to build a giant snowman. It's going to be really large and we see some flowers at the top.

*Cadyn*



The blue is the slide. Orange – a slide; purple – biggest; yellow – medium; green – smallest.

*Yoselin*





I am going to the playground to pretend that I am the Princess. I'm going upstairs and there's my Prince, my brother.

*Kamila*



That's my daddy and he's going to catch my mommy going down the slide. I'm climbing to catch the sun and that's my house and my cat. My mommy is going to kiss the daddy sun.

*Lily*



That's the playground where she lives. A tractor is going to her and she's gonna die, and she's trying to get some blueberries in the bush, and this is the blue water, and this is where she lives and comes out of her playground. This is the flag on top.

*Natasha*



This is the slide. I go to the upstairs and I go down the slide.

*Alexander*



The plane crashed on the slide. The people saw the animals. My mom, Kevin and the baby crashed in the playground.

*Mauricio*



I made an airplane and it crashed on the Eiffel Tower. The airport exploded too! The big box (green) popped out of someone's house and broke it. The Titanic exploded too. (Yellow) It's the wheels of the airplane. The wheels are going inside the airplane.

*Evan*





That's the green  
and blue slide.  
These are the  
three ladders.  
This is the circle.  
This is the floor  
and this is the  
house (orange).  
This is the crane  
and the tent  
house.

*Terrence*

My playground disappeared. It just left, but I'm still there. I am alone and no one will find me in the dark. Wolf and bear were eating me and I needed to run away. My family found me at the playground and now I'm not alone.

*Kenadie*





This is me. This is the stairs that take me up. This is the door. This is the fighting movie and you can put it in your house. And this is the bathroom.

*Jose*



This is the playground.  
This is the bell. This is  
me! I'm going up the  
stairs. That's the slide.

*Matthew*





I am going down the slide. My mommy is there.

*Jonathan*

This is me! I'm walking  
over to the playground.  
I'm walking in DC. I'm  
going to play on the slide.

*Addison*





## Pre-Kindergartners Design Their Ideal Playground



This is the playground. This is the bell. This is me, I'm going up the stairs. That's the slide.

*Matthew*

My playground has hearts and I'm there going down the slide.  
There are stairs and there is a castle.

*Kamila*



## Kindergartners Create Three-Dimensional Playground Models





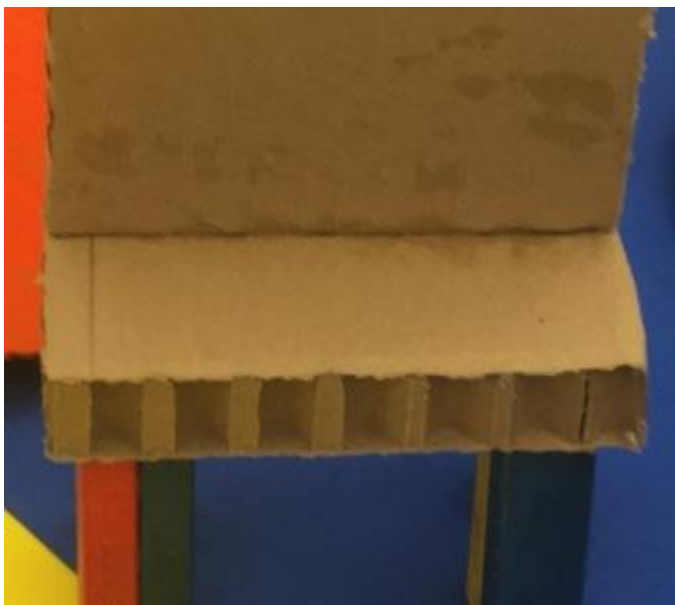
## Making the Monkey Bars, Twirler, and Swings



## Making the Sprinkler System, Waterslide and the Benches



“Where are people going to sit at  
the playground?  
We need benches.”





Look What We Did!



**Kenadie:** Oh, my goodness!  
This is sooooo beautiful!

**Lily:** I'm having the best day ever.  
I love teamwork!





WHEW!!!



COME VISIT OUR  
PLAYGROUND!





# GOOD CITIZENS OF DC

Sacred Heart School, Kindergarten

Who are some of the good citizens of DC?

## Sacred Heart Kindergartners Investigate!



If you are respectful and kind, you are a good citizen.

*Natalia*

Si tu eres respetuoso y amable, eres un buen ciudadano.

*Natalia*



Children citizens are good citizens even if they make bad decisions because God made all children good.

*Kenneth*

Los niños ciudadanos son buenos ciudadanos aunque hagan malas decisiones porque Dios hace a todos los niños buenos.

*Kenneth*



# Teachers



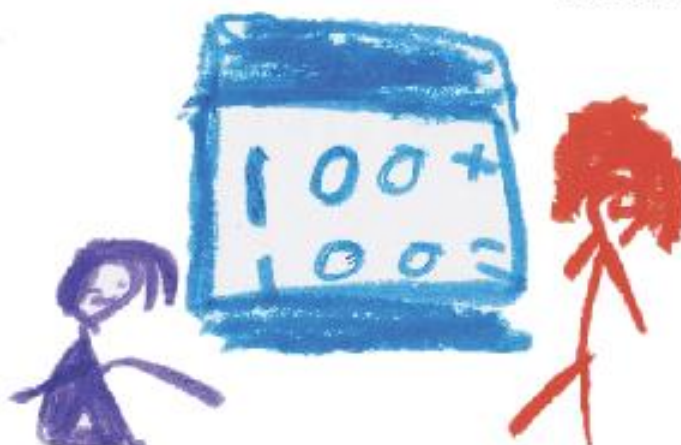
"A teacher is a good citizen who helps children learn to read, do math, play nicely, respect one another and learn about God."

*Valentina*



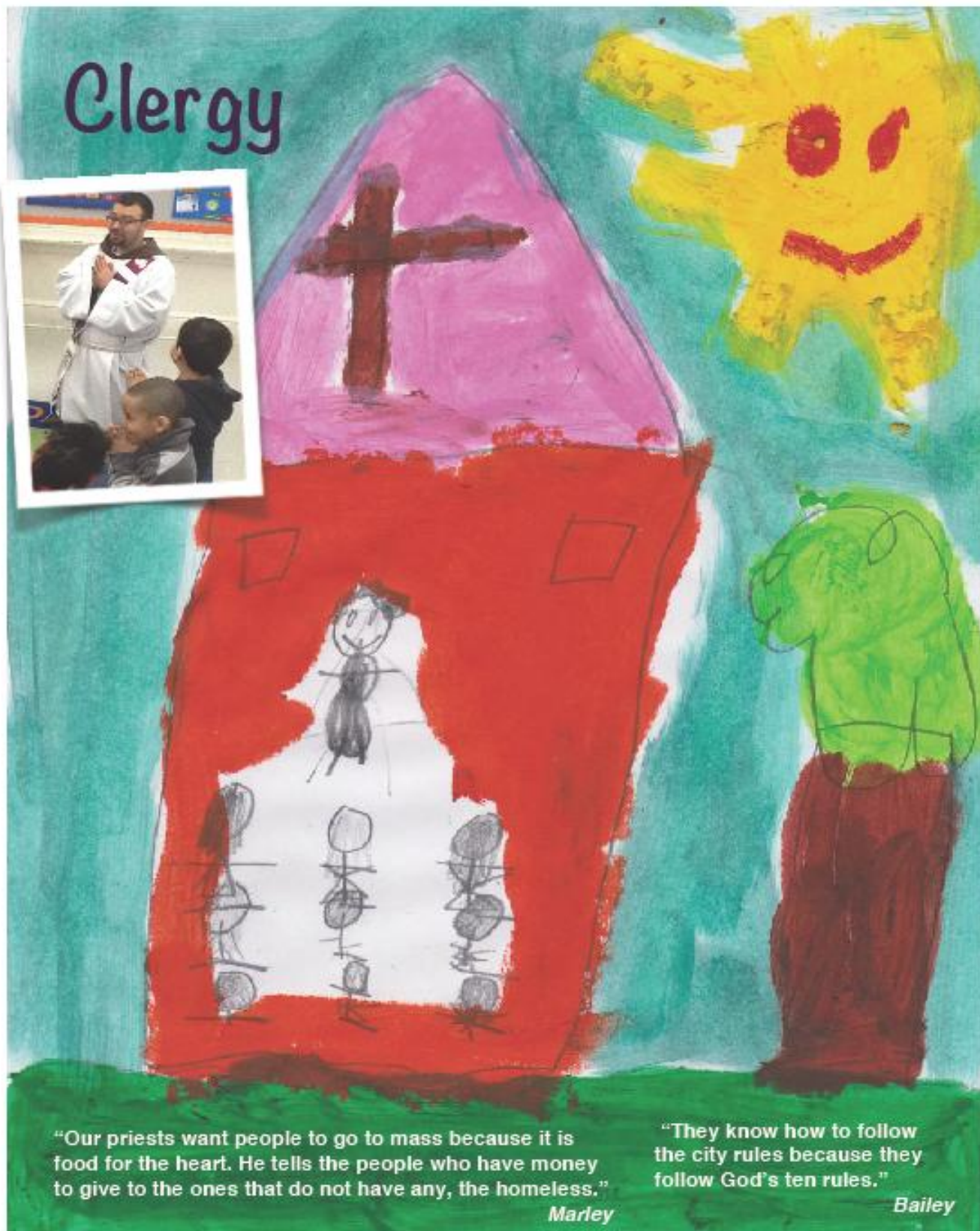
"Una maestra es una buena ciudadana que ayuda a los niños a aprender a leer, hacer matemáticas, jugar placenteramente, respetar unos a otros y aprender sobre Dios."

*Valentina*





# Clergy



"Our priests want people to go to mass because it is food for the heart. He tells the people who have money to give to the ones that do not have any, the homeless."

*Marley*

"They know how to follow the city rules because they follow God's ten rules."

*Bailey*

"Los sacerdotes quieren que las persona asistan a la misa porque es comida para el corazón. Los sacerdotes les dicen a la gente con dinero que le den a los que no tienen, las personas que viven en la calle."

*Marley*

"Ellos saben como seguir las reglas de la ciudad porque ellos siguen las diez reglas de Dios."

*Bailey*



# Fire-Fighters

The firefighters live in DC and are good citizens because they help people by working really hard putting out fires.

*Isabella*

Los bomberos viven en DC y son buenos ciudadanos porque ayudan a las personas trabajando muy duro al apagar fuegos.

*Isabella*

Firefighters are good citizens even if they do not follow the traffic rules because they have to get to the fire fast day or night.

*Samuel*

Los bomberos son buenos ciudadanos aunque a veces no sigan las reglas de trafico porque tienen que llegar al fuego rápido de día o de noche.

*Samuel*

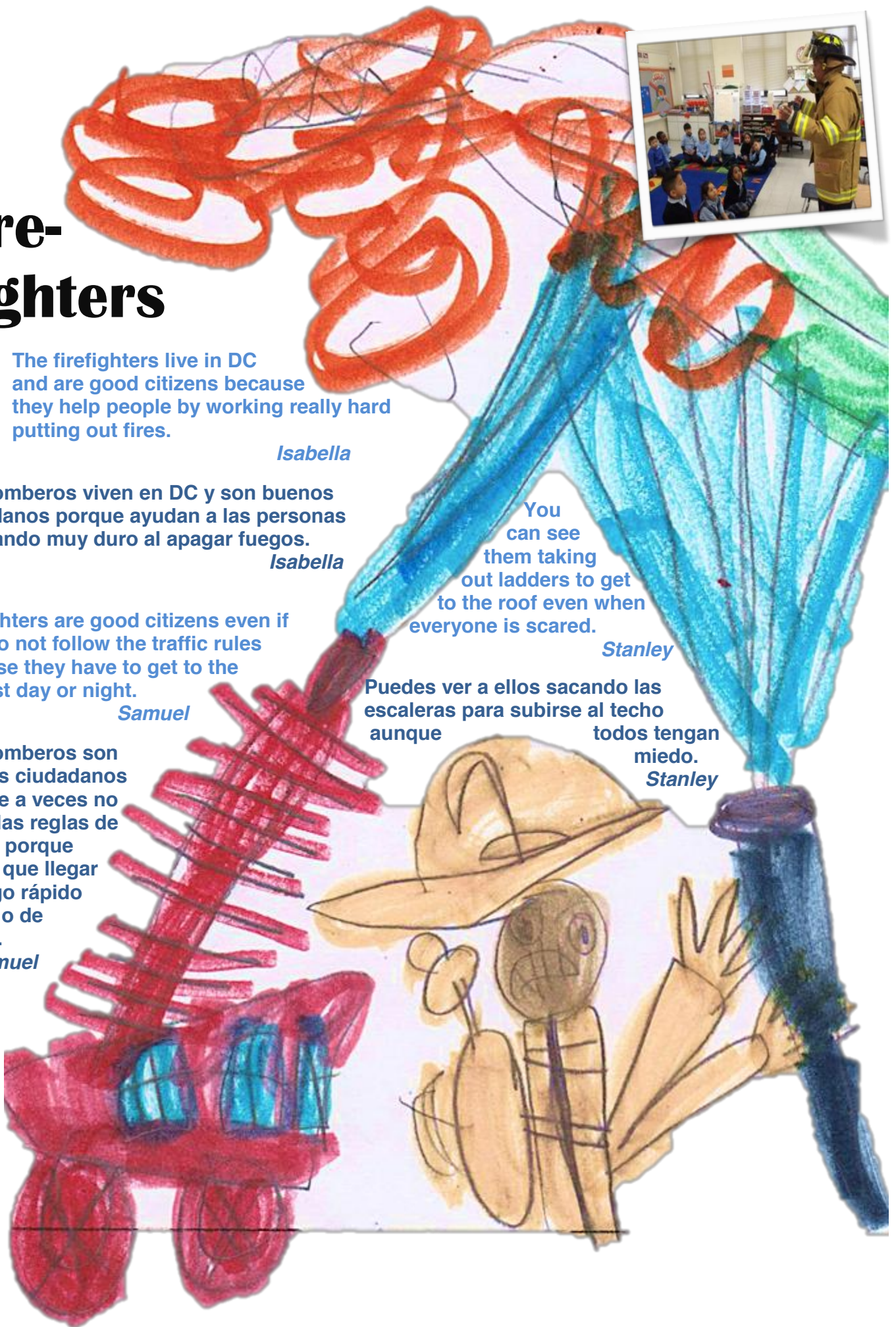
You can see them taking out ladders to get to the roof even when everyone is scared.

*Stanley*

Puedes ver a ellos sacando las escaleras para subirse al techo aunque

todos tengan miedo.

*Stanley*





# 911 Operators



When there is a fire at home, I call 911 and they tell the firefighters to help.

*Alan*

Cuando hay un fuego en casa yo llamo al 911 y ellos les dicen a los bomberos que ayuden.

*Alan*



They also help people with other emergencies.

*Kenneth*

Ellos también ayudan a personas con otras emergencias.

*Kenneth*





# Moms



"My mom is a good citizen because she gives bread to hungry people."

*Ashley*

"Mi mama es una buena ciudadana porque ella le da pan a gente con hambre."

*Ashley*

"My mom is a good citizen because she teaches others about Jesus."

*Isabella*

"Mi mama es una buena ciudadana porque ella le ensena a otros sobre Jesus."

*Isabella*

"My mom is always helping my sisters and me. She sometimes is tired because she works really hard. She is a good citizen."

*Nataly*

"Mi mama siempre esta ayudando a mis hermanas y a mi. A veces esta cansada porque ella trabaja muy duro, ella es una buena ciudadana."

*Nataly*

"Our mom is a 911 operator and is a good citizen of DC."

*Bailey and Marley*

"Nuestra mama es una operadora del 911, es una buena ciudadana de DC."

*Bailey and Marley*



# Larry and Victor



"Our friends Larry and Victor come to church for food and help to set up the tables and plates at the soup kitchen."

*Estrella*

"Nuestro amigos Larry y Victor vienen a la Iglesia por comida y ayudan a acomodar las mesas y los platos en el comedor."

*Estrella*

"When a homeless person falls down, I want to pick them up."

*Natalia*

"Cuando una persona de la calle se calga, yo lo quiero recoger."

*Natalia*





"Everybody in DC cares to make this place special because everyone here loves our city."

*Ellie*

"A todos en DC nos importa hacer este lugar especial porque todos aquí amamos nuestra ciudad."

*Ellie*





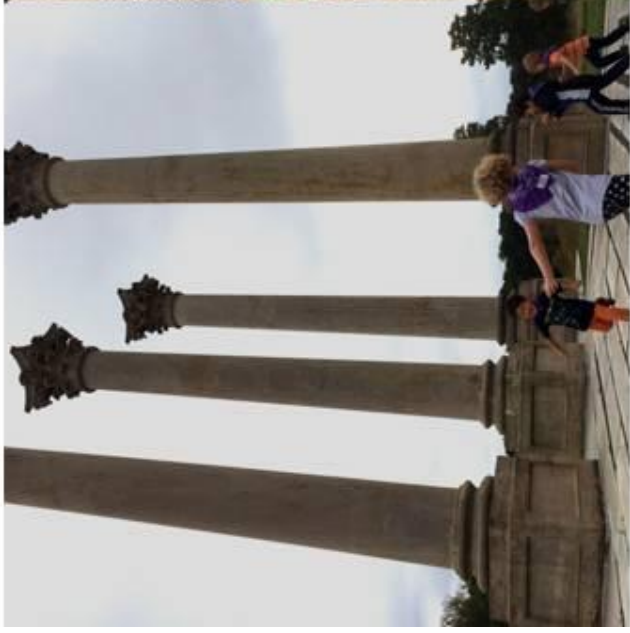


# NATURAL PLACES OF FREEDOM IN NORTHEAST DC

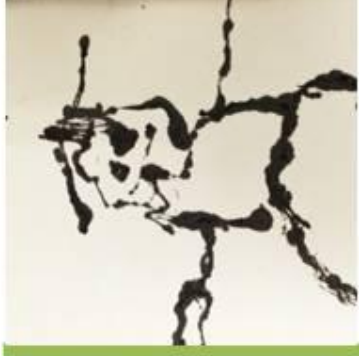
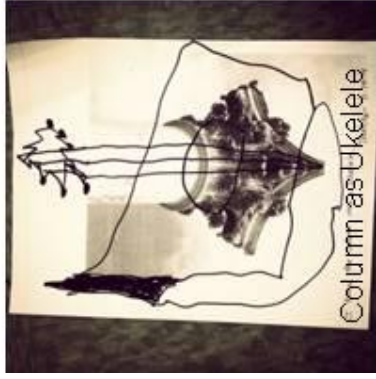
School Within School at Goding  
(DCPS), PreK4

# Exploring Natural Places of Freedom in NE Washington, DC

Teachers Hannah Birney, Jere Lorenzen-Strait, and Atelierista Maria McLean  
School Within School at Goding (SWS) DCPS



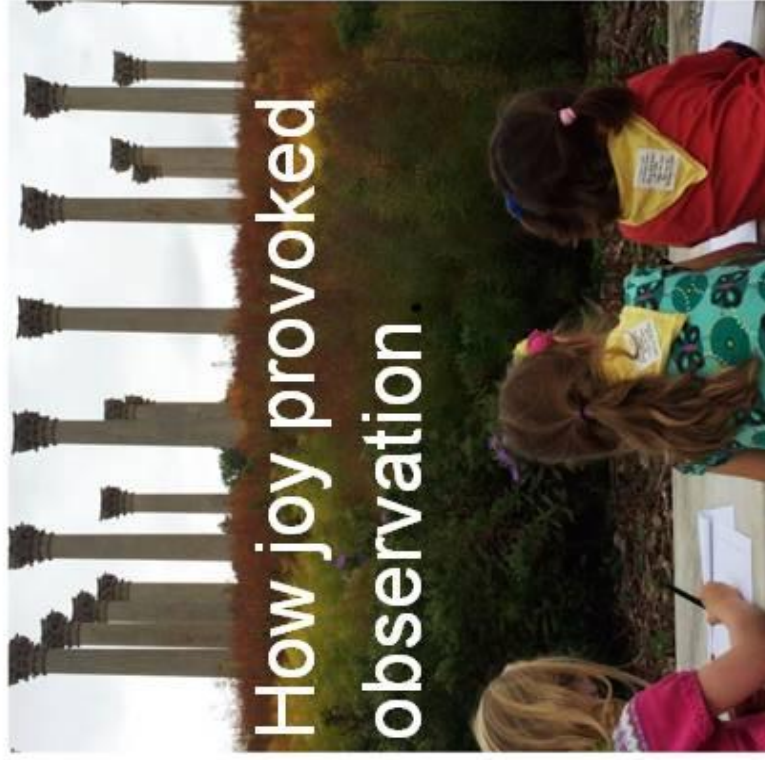
*Fun danger is freedom. I think. - Boaz*



Our PreK4s' field trips to the National Arboretum and Heritage and Kingman Islands sparked imagination, observation, research, and reflection. The terrain was often difficult. It became a metaphor for learning. When it gets most uncomfortable and you push yourself to forge on, you make discoveries about your inner strength, the strength of your community, and your relationship to the world around you.



# How the Capitol Columns at the National Arboretum provoked joy...



Gabe: What is freedom?

Ms. McLean: That's a good question. What IS freedom?

Ruan: Well, at lunch at school they set the clock and then we have to not talk for a while. When we eat lunch at the Arboretum, we just got to sit on the ground and...

William: There aren't even clocks at the Arboretum!

Henry: Yeah, the Arboretum has the sky.



# A walk on a muddy trail on Heritage Island led to the following conversation:

Lincoln: We got our shoes all muddy!

Sinatra: Playing in the mud.

Ms. McLean: Remember crossing the wooden planks? I helped some of the teachers that were worried they would fall.

Sinatra: It was gross and fun. Fun danger. It's not like you're gonna die. If you die in danger it's not fun.

Boaz: Fun danger is freedom. I think.





The first time  
the second time  
the third time  
a couple-a times  
things were  
falling off so I  
had to get  
different stuff so  
it would stay.

I thought  
and thought  
and thought  
and then  
I got it  
to work.

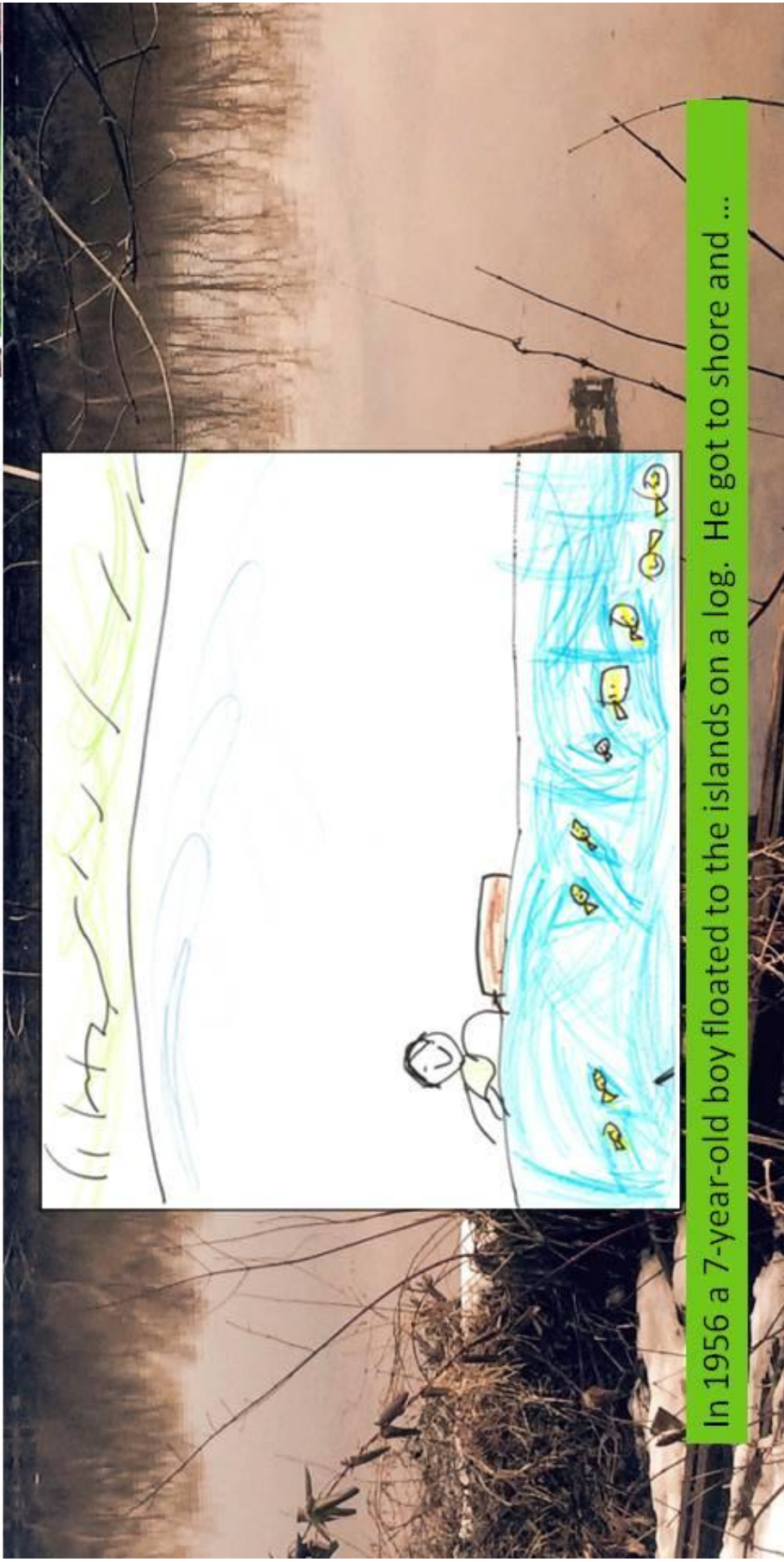
*Lincoln*

*Constructing the columns  
was a practice of  
engaging and persisting  
and also reflection.*



In 1956 a boy lived on Kingman Island. We could find no accounts of what he did on the island for all that time so we decided to write the story ourselves while sitting under a cloudy sky on the bridge to Kingman Island....

**The Untold Story of Cold Crusoe,**  
**written by Daphna, Boaz, Peyton, Nate, and Maya Mir**



In 1956 a 7-year-old boy floated to the islands on a log. He got to shore and ...



..... dried off in a very sunny spot. He walked into the forest to get some wood for a house. He thought about his parents and what they would be like when they found him. He discovered a peregrine falcon at the top of a tree making a nest. He tried to get closer but the bird flew away. Then he gathered some wood and he built a cabinet so he could put his things in there. Then he went into the forest to get some more wood. But before he could get very far he saw a fox. The fox was so busy and he grabbed some of the wood from the boy. The boy looked at the fox and the fox smiled. The boy thinks the fox likes him. Then the fox brought the boy some wood. They built a house together so they could live together. The boy goes to see if there's a garden with carrots and food that he could eat while he stayed on the island. He couldn't find one so he made his own garden. While he was walking in the woods he made a fire. He got a branch and found a can of gas and something in his pocket to light the fire. He swam in the water and caught a fish. He cooked it in the fire. He was so hungry his stomach was grumbly. He made a plate so he could eat it and then he made a knife so he could cut it. Then he built a chair so he could sit.









He made a peeler so he could peel his fish because he was allergic to the skin. Then the boy ate the fish and he was so hungry that he wanted dessert. He went back to the garden and he said, "Hmmm, I should cut something that would make a cake." So he planted flour so he could make a cake. Then after he ate the cake he was tired. He made his bed with wood and then he went to bed with the fox. He made another bed so the fox could sleep next to him. A while later some hunters came by the house. They were about to kill the fox. So the boy went in front of the fox so he could say to the hunter, "STOP! He's my friend. He's a friendly fox!"






The hunters didn't listen so the boy snuck up and took their guns and instead of killing the fox he killed the hunters. The next morning some other hunters came and they wanted to kill the boy because he stood up for the fox. The fox scratched the hunters and then the fox ate them. Then the boy had his birthday with the fox. The boy made a cake and the fox put the candles on the cake. They made a lot of celebrations. They made a piñata and they made the house beautiful. In the middle of the party more hunters came but they threw the cake at the hunters' faces. Then the hunters took the guns from behind them and shot at the fox. They missed. The hunters were scared because they didn't want to get killed from the fox.



The boy and the fox ate dinner and then they went to sleep because they were really tired. The next morning the boy was so sad because he missed his parents. He made a phone and he called his parents. He said, "I made a friend and he is a fox and he was very lonely. When I met him I didn't know if he wanted to eat me." He told them that he was at Kingman Island and they said that the fox can be their pet. When they left the island the police came and they saw the hunters aiming at the back of the boy's boat. The police took the hunters to jail when the bad guys weren't looking!





# Heritage Island Map

After visiting Heritage Island, Mr. Jere noticed the drawings the kids were making looked like maps. He proposed the idea that the class could make a shared map of the whole island. Since they love to sew projects, they decided to hand-sew the map.







"We found a slug."



Fishing for Fish



Trail



Sewing the Map

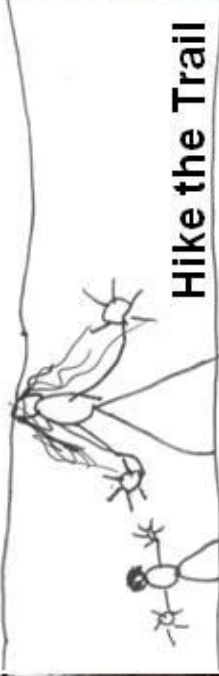


# Guide to Heritage Island

by The Kids of Room 104



The Starting



## Hike the Trail

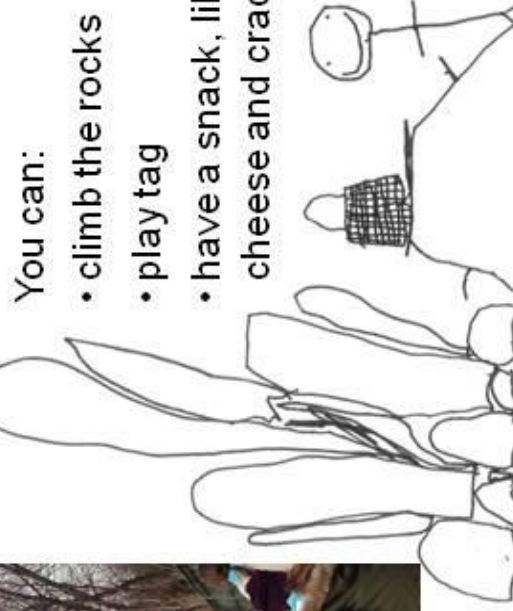
You can walk on the trail and look at the trees, rocks, and keep an eye out for animals.



## Things to do at the Rock Spot



Bridge



You can:

- climb the rocks
- play tag
- have a snack, like cheese and crackers



Trail

Rock Spot





Nest Tree



## Animals on Heritage Island

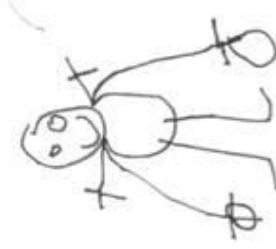
You can look for raccoon paw prints on the dirt. Get your binoculars and try and find an animal, like a bald eagle.



Raccoon Tracks



Bald Eagle Sighting



## About the Water

Don't go in the water 'cause it's dirty. You can help by picking up trash that you can reach by the banks that can float.



Mud Bridge



Squishy-Squishy Place



### How to Use a Wish Wand

1. Pick off the fuzz.
2. Make a wish in your brain.
3. Open your eyes and your hand, and the fluff flies off.
4. It might go to Santa so you get your wish that you want.



Wish Wands



Story Place

### About the Story Place



You can read a book like *The Three Little Pigs* on the benches. You can also look through your telescope at white and black ducks.





"That's  
me,  
running  
with the  
scarves."

Xy'Mya: Freedom is dancing with scarves.

Ms. McLean: Dancing where?

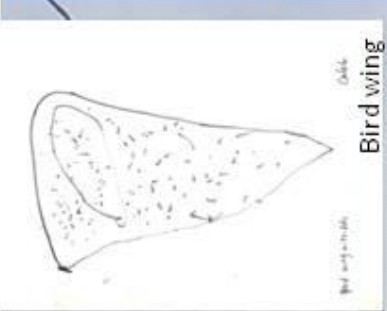
Xy'Mya: On that bridge.

Maya Smith: Freedom is running with scarves.

Gabe: Why did you let us do that? They could've gone in the water.



"We just went on  
a big hunt....for  
the eagle in the  
muddy places!!"





We met DC Wildlife Biologist Dan Rauch while exploring Kingman Island. He became another teacher. These birdhouses are installed on Kingman Island to support the bluebird population. Children are important citizens.



Our birdhouses are the most beautiful. It's not like other birdhouses, like just plain blue.  
Liam



Blue Bird

JUNE

Blue Bird Jacob





# **ABOUT THE AUTHORS AND THE BOOK**

# Sacred Heart School

## Alumnos de PreK3 Español

Maestras: Anna Ramirez, Roselia Gonzalez

Arts Integration Coach: Kristen Kullberg



Alfredo Bonilla

Bryce Boykins

Stella Fester

Elija Graddick

Otoniel Granados

Joshua Jasen

Ezana Kassahun

Charles Malloy

Remy Mendez-Lawrence

Samuel Parker IV

Forrest Reeve-Miller

Darvin Reyes

James Wills



## Sacred Heart School

### Alumnos de PreK4 Español

Maestras: Maria Eugenia Ramirez, Maria Celia Joya  
Arts Integration Coach: Kristen Kullberg



Jean Carlo Alvarenga  
Brian Dixon  
Kira Gullab  
JeanCarlos Silva  
Noah Smith  
Ariana Martinez

Angel Quinde  
Sascha Szebrat  
Anthony Sanchez  
Keiry Rivas  
Santiago Vazquez  
Emilio Velez

## Sacred Heart School Kindergarten

Maestras: Gricell Medley, Lily Lopez DelCastillo

Arts Integration Coach: Kristen Kullberg



Christoper Chavez  
Wada Chiebessa  
Ashley Cruz  
Angel Cuadra  
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Elizabeth Malloy  
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Isabella Mendoza  
Naomi Mogus  
Valentina Murcia  
Khyair Phillips  
Estrella Rodriguez  
Samuel Romero  
Bailey Ross

Marley Ross  
Nataly Salazar  
Alan Tran  
Giancarlo Villanueva  
Natalia Wills  
Stanley Wright



## School Within School at Goding (DCPS) PreK3 Classes

Teachers: Michi Marron, Krista Howell

Teaching Assistants: Katie Butler, Rachelle Adkins

Atelierista: Marla McLean



Bennett Beasley

Carter Taylor

Connor Jensen

Colin Olsen

Cora Workman

Dale Stevenson

Elise Neumann

Evie Paisner

Kira Neufeld

Max Hunt

Michela Zanini

Oliver Simpson

Olivia Darling

Toumani McCurty

Vittoria Starace

Zolie Keenan

Anja Beeton

Brynn Beeton

Milo Buchman

Truman Greif

Clay Johnson

Milo Mikaelian

Andrew Norton

William O'Neill

Eliza Poling

Leila Rufael

Phoebe Stevens

Lulu Twalbert

Rohan Theis

Mae Wilder

Oskar Winkler Thomas

## School Within School at Goding (DCPS) PreK Classes

Teachers: Hannah Birney, Jere Lorenzen-Strait

Teaching Assistants: Brenda Dyer, Cynthia Copeland

Atelierista: Marla McLean



Abby Johnston

Alston Taylor

Boaz Movit

Cait Engelhardt

Caleb Freihage

Charlie Batkin

Coby Taheri

Cooper McQuiston

Daphna Soskis

Emily Acosta

Emerson Chong

Fiona Betts

Franklin Gibbs

Gabe Schon

Henry Freed

Hudson Craig

Jacob Lang

Jillian Pierson

Joseph Miles, Jr.

June Walsh

Liam Keith

Lincoln Celestino

Maya Mir Stefanini

Maya Smith

Maya Strada

Miles McCartney

Nate Harvey

Nicolas Oliveira  
Buffo

Olive Rich

Oskar Brown

Peyton Watson

Ricardo Jones

Ruan Schroeder

Scarlet Havard

Sinatra Steele

Thatcher Norton

William Mendez

William Tome

Xy'Mya Tyler



## School within School at Goding (DCPS) Kindergarten Classes

Teachers: Margaret Ricks, Laura McCarthy

Teaching Assistants: Devon Dunn, Shawna Friedman

Atelierista: Marla McLean



Apolena Hunt  
Brandon Carey  
Bryce Barnett  
Charles Beasley  
Ingrid Pratt  
Isla Kaplan  
Jane Paisner  
Jasmin Jones  
Joshua Hawes-Jones  
Julia Olsen  
Liam Corr

Lily Mitchev  
Madeline Bailey  
Myles Lindsay  
Payton Anderson  
Priya Slaton  
Ravindranath  
Mampara  
Rebecca Heim  
Santino Starace  
Sasha Schorr  
Watchman Anderson

Paige Anderson  
Eleanor Brannon  
Jackson Burger  
Auden Dubord  
Sasha Firestone  
Henry Greif  
Andrew Leavitt  
Edwin McGuire  
Mathilda Mott  
Quinn O'Neill

Barrett Poling  
Cleopatra Rufael  
Ezekiel Schmidgall  
John Schmidt  
Anais Stackel  
Myles Trujillo  
Mason Grace Turton  
Maya Vogt  
Amir Zaki  
Milena Zanini

# School Within School at Goding (DCPS) First Grade

Teacher: Katie Solli



Colette Gregg  
Sophia Showalter  
Tate Moran  
Gabriel Mendez  
Rowan Takamura  
Madeline Stevenson  
Mira Soskis

Issa Sifton  
Connor Rubin  
Isabel Pierson  
Lilah Rich  
Audrey Neumann  
Willa McCartney  
Madelyn Kaplan  
Riley Johnston

Isaiah Henson  
Anabel Gebhard  
Gabriel Forte-Freeman  
Evan Darling  
Harvey Craig  
Liam Cochran  
Benjamin Stettler



# School Within School at Goding (DCPS)

## First Grade

Teachers: Alysia Scofield, Noel Montrey



Ainsley Kaplan  
Aksel Moeller  
Dominic Acosta  
Dorian Graves  
Dylan Smith  
Erick Kazmierski  
Gael Grim-Garcia  
Hazel Gonzales  
Ibby Lee  
Isaac Batamula  
Jordan Pelzer

Kamrin Hainsworth  
Lucinda Gunter  
Lusa Wilder  
Noah Kolker  
Percy Kyd-Bruneau  
Rhema Whitford  
Ryan Watterson  
Samuel Winkler Thomas  
Sofie Goerlitz  
Sonora Hale  
Tali Pressman

## Seaton Elementary School (DCPS) Pre-Kindergarten

Teacher: Brianna Kayton

Classroom Assistant: Glenda Lee

Art Teacher: Terry Thomas



Mauricio Capacho

Kenadie Carter

Jonathan Chan

Yoselin Garibay Vargas

Alexandre Genchev

Natasha Gomez

Kamila Kerimkulova

Lily Morgulis

Cadyn Richardson

Jose Sanchez-Lopez

Evan Tarsikes

Mattew Wang

Addison White

Terrence Wu



## Seaton Elementary School (DCPS) Kindergarten

Teacher: Kendra Horton

Classroom Assistant: Shanna Burroughs

Art Teacher: Terry Thomas



Reginald Alston

Christian Ceron Morales

Evelyn Cerros-Castillo

Matthew Chen

Kevin Crawford

Antonio Hernandez-Castro

Mirella Hernandez-Morales

Samuel Howell

Hogan Huang

Kayla King

Anderson Lara Lopez

Somaya Lee

Leo Lin

Maritza Martinez-Tejeda

Tykara McClain

Jocelyn Merino-Reyes

Alexander Nava Ojendis

Anthony Ojendis

Carlos Sanchez-Lopez

Delana Session

Camila Vera-Sanchez



## Seaton Elementary School (DCPS) Kindergarten

Teacher: Cathy Murray

Classroom Assistant: Astryd Luna

Art Teacher: Terry Thomas



Yuleidi Alcocer-Leon

Caleb Alelegn

Giselle Bonilla Hernandez

Zitlalit Casarrubias-Nava

Nicole Chen

Itzel Crespo-Castillo

Giovanni Duran

Indya Edwards

Gerneice Goss

Jakhi Kearney

Raymond Ko

Yuhan Lin

Adibah Mahfuz

Carlos Martinez-Hernandez

JayR McCray

Christian Nanton

Andrea Portillo Sosa

Michael Tarsikes

Elian Vargas-Martinez

Antonio Weaver



# Smithsonian Early Enrichment Center Wallabies

Teachers: Erin Pruckno, Dana Brightful



Hans Atencio  
Agnes Beliveau  
Archer Crawford-Smith  
Olivia Couture  
Beatrice Dikow  
Samuel Garver

Enzo Gillin  
Freya Greene  
Oliver Katz  
Josie Kidd  
Ellen Kirkpatrick  
Lia Valentine

# Smithsonian Early Enrichment Center Cinnamon Bears

Teachers: Carrie Heflin, Emma Cowan-Young



Gregory Atkins  
Vivienne Brzostek  
Dashiell Caruso  
Trey Cooper  
Grant Garrett  
Lucas Harucki  
Stella Heath  
Nathan Jeffery

Isabella Keeling  
Henry Paul  
Jude Snaman  
Layla Stark  
Gwendolyn Steiger  
Oskar Thrower-Patterson  
Nathanial Wilson



# Smithsonian Early Enrichment Center Kindergarten

Teachers: Cathryn Kis, Rebecca Adams



Maggie Balderston  
Summer Bitar  
Henry Campbell  
London Couture  
Micah Frenkel  
Caleb Garnett

Thomas Gastright  
Ailsa Greene  
Roy Lopez-Davis  
Amelia Shelton  
Nancy Tzioumis

# Washington International School

## Pre-K C Spanish

Teacher: Nydia Marcela Castillo

Assistant: Consuelo Zuluaga



Nicolas Bruneau

Liliana Dietz

Sophia Iker-Nuss

Lucas Gijon-Suzuki

Leo Jackson

Jigme Kim

Kiera Kumar

Riya Kumar

Ana Kunsman

Felix Miller

Seiji Nyhan

Christopher Pierce

Mea Poole

Alexander Samaniego

Pia Vasquez



# Washington International School

## Pre-K A French

Teacher: Rebecca Courouble

Assistant: Ouahiba Akkache



Talal Ahmed  
Helen Barrosse  
Linnea Baysinger  
Theodore Fine  
Sammy Madani

Sonia Petri-Hidalgo  
Imogen Thomson  
Alec von Lipsey  
Derek von Lipsey

# Washington International School

## Kinder C Spanish

Teacher: Mabel Ramirez

Assistant: Mariell Aleman-Lee



Shanti Abiad

Ainsley Anderson

Federica Astesiano

Ava Baik

Nika Berninger

Alexandra Brown

Sahar Hashemi

Clara Jones

Iñigo Jordan

Jack Mitchell

Mischa Psaila

Sienna Rapaport

Paolo Sdravovich

Lillian Venzke



# ABOUT THIS BOOK

**T**his book is the fruit of a beautiful labor: a project called *Children Are Citizens: Children and Teachers Collaborating Across Washington, DC*. Members of the project include teachers and administrators from Sacred Heart School, School Within School at Goding (DCPS), Seaton Elementary School (DCPS), the Smithsonian Early Enrichment Center, and Washington International School, as well as educators from the National Gallery of Art, Imagination Stage, the National Building Museum, and the Making Learning Visible Project at Project Zero at the Harvard Graduate School of Education.

The project is grounded in the belief that children are not just future or hypothetical citizens; rather, they are citizens of the city in the here and now, with the right to express their opinions and participate in the civic and cultural life of Washington, DC. As the world becomes increasingly connected and interdependent, knowledge of oneself as an individual learner and member of a community becomes more important. People need to be able to listen to one another, to work together to identify and solve problems, and to acknowledge and respect diverse points of view. When children grow up in a culture and begin their schooling with support for thinking, feeling, and acting in groups, they are more likely to participate in and practice democracy as informed and caring citizens.

The *Children Are Citizens* project began in October 2014 when educators from across DC gathered for a professional development seminar to learn about creating compelling curricula that connect children with their city. Throughout the fall adults listened to what children found most interesting about DC. We learned that the children were fascinated by the Metro, monuments, museums, Union Station, natural spaces, public sculptures, playgrounds, and more.

During the winter, teachers helped the children research these places of interest. They listened as children asked questions and theorized about different aspects of the city. The children talked, wrote, drew, played, improvised, and created three-dimensional models about their ideas. Teachers, children, and parents took field trips to the National Gallery of Art and Imagination Stage, and arts educators from these institutions came to the schools to support the children's research. Professional development seminars for the teachers introduced new ways to support children's exploration of the city. Children shared their work, questions, and feedback across neighborhoods and across schools. In the process, they became part of something bigger than themselves.

Indeed, the children learned a great deal. They discovered that:

- In making aesthetic decisions about their book pages, they needed to draw on their mathematical skills (e.g., planning how to include their most important ideas in the eight pages allotted to their class) and literacy skills (e.g., using new vocabulary to explain their ideas, considering how books work, and conveying their ideas in words and images).
- Research leads to new knowledge and understanding (e.g., what they had been calling Kingman Island was really Heritage Island).
- Feedback from children from another school could help them figure out how best to describe or represent important parts of their city, and they can change their ideas if a better idea is suggested.

- They have different notions about to whom Washington, DC, belongs (e.g., George Washington, the President, the Mayor, the security guards, God, family members, or everyone). Through conversation and debate opinions can change and new theories can emerge.
- The word “homeless” doesn’t make sense when you believe the city belongs to everyone who lives there.
- The world is much bigger than their immediate neighborhoods: bigger than the streets they walk on and the people they see every day.
- Their thoughts and feelings about DC are valued by adults and other children, and they can use their imaginations to envision new possibilities for the city.

This learning aligns with the DCPS’s early learning standards, particularly in the areas of communication and language (especially collaboration and presentation of knowledge and ideas), and approach to learning/logic and reasoning (especially information processing, problem-solving, and decision making), among others.

The adults learned a great deal as well. We learned that:

- We can look at Union Station in new ways; as we pass through we now look up to take in the beautiful statuary and gold-leaf ceiling, and we attend more carefully to the ice cream shops.
- Because it is so much fun, a playground is a great place to learn.
- What children pay attention to in museums is often different from what adults find important (the security guards rather than the artifacts).
- Small groups are an ideal setting for children to discuss and debate ideas and, given support, young children can express profound ideas about their city.
- The ability to listen is essential for the exchange and modification of ideas. Expressing and explaining one’s own ideas, and listening and responding to those of others, is critical for creating a democratic culture in the classroom and beyond.

Our appreciation goes to school administrators John Burst, Elise Heil, Kim Kiehl, Megan McCall, Cynthia Robinson-Rivers, and Becky Rosenberg, who attended the Children Are Citizens seminars and supported their teachers’ learning.

Many thanks to the Annie E. Casey Foundation, the PNC “Grow Up Great” Program, Target, and an anonymous funder for their generous support of this project.

Ben Mardell and Mara Krechevsky  
 Project Zero at the Harvard Graduate School of Education  
 Cambridge, MA  
 April 2015



# YOUR OWN CHAPTER

Use the following pages to continue exploring Washington, DC.



















[DC belongs to]  
everyone in Wash-  
ington, DC — little  
kids and grown-ups.  
—Yuhan

Me siento orgulloso por ser un ciudadano de esta ciudad, porque es mía y de todos hasta del presidente, de mis abuelos, y de todos los que trabajan para ella.

—Anthony

Tali: [A citizen] is a person who is respecting things. If someone gets hurt you don't leave them there.  
Sammy: Like the guy [from the Bible] that got smashed with a rock and they took his clothes and everyone walked by him, even the priest. It was a guy that was not likely to help him that helped him.

[DC belongs] to everyone in the whole entire world. Washington, DC, can change the world.

—Marley

No es solo de personas de Wash-  
ington, tambien es de animales.

—Federica

Micah: Barack Obama owns this city.  
Summer: I think it is the security guards.

DC belongs to anyone who takes care of it really good. The other people need to practice.

—Maya

Washington is very important because if there is not a town, nobody is going to live.

—Sammy

You know how you share food with people? That's what it's like living in a city — you share the whole city with everybody. It's like a house that you share with your family.

—Ingrid

Nika: Yo pienso que la ciudad es de George Washington because George Washington became a president.

Sienna: Es de todas las personas en Washington, DC.

Alexandra: No solo las personas de Washington, DC, las personas que estan "visiting" para ver Washington, DC, tambien.

[The city] really belongs to the Mayor, because the President is the boss of the country, but the Mayor is the boss of the city.

—Gabe FF