



Suggested One-Day, Week-long, and Year-long “Itineraries” to Help Plan Your Miss Columbia Experience

ONE DAY “Miss Columbia Day”

- ◆ Ask one grade level or class to be the “lead guides” to your school’s Miss Columbia experience.
- ◆ Ask that class or grade level to use Activities 3.1 or 3.2.2 to prepare a presentation for a school assembly about the differences between life in 1900, during Miss Columbia’s first voyage, and life today.
- ◆ For a lively, dramatic addition to that assembly, consider drawing students out of the audience and have them represent different modes of transportation to circle the “globe” (your auditorium or meeting space). Use Activity 3.3.3 as a guide. Invite parents, media, and community members to attend the assembly if you want.
- ◆ Invite teachers in other grade levels to look through this Interdisciplinary Guide and choose one other activity to conduct during the course of this “Miss Columbia Day.”
- ◆ Have the lead grade level or class take charge of preparing your school’s entry in the journal and the paper doll for the permanent museum exhibit, and selecting a souvenir gift for Miss Columbia (see Introduction Section 1.6, “Making Your Contribution to Miss Columbia’s Trip”).

ONE WEEK “Miss Columbia Week: A Centennial Celebration”

- ◆ Any and all of the above, plus:
- ◆ Consider hosting three assemblies during the week, with each assembly led by a different class or grade level and devoted to different activities from this Interdisciplinary Guide. The focus of the assemblies can follow the outline of the Guide. Assembly I: Miss Columbia and her Voyages Around the World (see Part 2). Assembly II: Comparing Life in 1900 with Life in the Year 2000 (see Part 3). Assembly III: Exploring Our Global Neighborhood (see Part 4).
- ◆ As part of a Miss Columbia Day or Night, set up students as hosts for the “Timeline of the Century” (Activity 3.1) or for “Your Own Customs Office” (Activity 4.1) and have parents themselves sit down and create passport pages and stamps for Miss Columbia’s journal. You can do the same thing with other activities, too — turning the tables so that students are hosting their parents’ experience with the project.



- ◆ Have students polish the predictions they make regarding life in the year 2100 (Activity 4.3.3) and send them (after getting parents' permission) to your local newspaper.

YEAR-LONG
“Discovering a Century
of Change”

- ◆ Any and all of the above, plus:
- ◆ Make Activity 3.1 “Timeline of the Century” the major theme or focal point of your school year. Even if your school is not in the habit of adopting yearly themes, the turn of a century and millennium offers an opportunity to create something special during the school year.
- ◆ Consider moving through the decades of the 20th century along your timeline at a rate of roughly one per month. Each month, teams or classes or grades of students can tell one more “decade’s worth” of the story about their special focus (Communication, Transportation, etc.; see Activity 3.1). The project might be called “Decade by Decade at [Name of] School.”
- ◆ Convene a special working group of teachers, parents, and students and challenge them to study this Interdisciplinary Guide and other turn-of-the-century learning materials (of which there will certainly be many), and come up with a custom program designed to fit your school’s specific needs. See Part 5, the resource section, for additional ideas.