# Management Plan for Individual and Small Group Investigations

**Name:** Small group  
**Grade:** 4-6

**Teacher:** Judith M. Johnson  
**School:** Ellenville Central School

**Beginning Date:**  
**Estimated Ending Date:**  
**Progress Reports Due On Following Dates:**

### General Area(s) of Study

- [X] Language Arts/Humanities  
- [ ] Science  
- [X] Social Studies  
- [X] Mathematics  
- [ ] Anthropology  
- [X] Art  
- [ ] Other (Specify): Architecture/Photography

### Intended Audience(s)

Which individuals or groups would be most interested in your findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. Ellenville Public Library and Museum
2. Town Historian - Katherine Tervillige
3. Ulster County Historical Society
4. Victorian Society in America
5. National Trust for Historic Preservation

### Intended Product(s) and Outlets

What forms will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

- Presentation to Village Board of Trustees (Map - Photos, Photos List - of Renovation Possibilities).
- Display photos of Ellenville Art in the Square in August.
- Design and build a model of a Victorian living room, using only furniture and objects obtained in Ellenville homes. Display at Ellenville Public Library.

### Getting Started

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If you have a specific interest, how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

1. Letters to Preservation Information Sources. Preserve funds for assistance. (Outline our objectives, ask for assistance.)
2. Obtain maps from Village Clerk's Office, Town Clerk's Office, U.S. Geological Survey (get recent maps, and any available old maps dating from 1850s to present).
3. Locate existing Victorian structures - Map them on a recent map. Key the map.
4. Visit town historian with tape recorder. Ask previous surveyors which may have been done and location of material. Ask for personal recollections. Ask about persons to interview.

### Specific Area of Study

Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

1. What was Ellenville like in Victorian times and what happened to it?
2. What effects on individuals are evident when local architecture, design, and aesthetics are altered or changed?
3. What can be done to preserve Victorian structures still in existence?

### Methodological Resources and Activities

List the names of people who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

- [X] Patricia Clinton, Lewis T. Terwilliger, Ellenville, N.Y. 12428
- [X] Marvin Diamond, Ellenville Public Library

2. How-to-do-it books:
   - American Association of State and Local History, 1969.

3. Other resources:
   - Preservation News.
   - Old houses, Postcards.
   - Books such as Victorian Homes.
   - Examples of old houses.
   - Roosevelt Home at Hyde Park, N.Y., Vanderbilt Mansion

4. Special equipment:
   - 35 mm. camera, tripod, telephoto lens
   - black-and-white film (Plus-X and Tri-X)
   - darkroom facilities and equipment
   - Telescope and binoculars
   - Tape recorder
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<thead>
<tr>
<th>General Area(s) of Study</th>
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<tbody>
<tr>
<td>Language Arts/Humanities</td>
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<td>Science</td>
<td>Personal and Social Development</td>
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<td>Social Studies</td>
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<td>Music</td>
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<td>Other (Specify) History</td>
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<td>Mathematics</td>
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<td>Art</td>
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<td>Other (Specify) Architecture</td>
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<tr>
<td>Archaeology</td>
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<td>Photography</td>
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SPECIFIC AREA OF STUDY

Write a brief description of the problem that you plan to investigate. What are the objectives of your investigation? What do you hope to find out?

1. What was Ellenville like in Victorian times and what happened to it?
2. What effects on individuals are evident when local architecture from the past is destroyed or altered?
3. What can be done to preserve Victorian structures still in existence?
INTENDED AUDIENCES

Which individuals or groups would be most interested in the findings? List the organized groups (clubs, societies, teams) at the local, regional, state, and national levels. What are the names and addresses of contact persons in these groups? When and where do they meet?

1. Ellenville Public Library and Museum

2. Town historian - Katherine Terwilliger

3. Ulster County Historical Society

4. Victorian Society in America

5. National Trust for Historic Preservation
INTENDED PRODUCT(S) AND OUTLETS

What form(s) will the final product take? How, when, and where will you communicate the results of your investigation to an appropriate audience(s)? What outlet vehicles (journals, conferences, art shows, etc.) are typically used by professionals in this field?

2. Presentation to Village Board of Trustees (Maps - Photo Portfolio - List of Renovation Possibilities)
3. Display photos at Ellenville Art-in-the-Square in August.
4. Design and build a model of a Victorian living room, using only furniture and objects discovered in Ellenville homes. Display at Ellenville Public Library.
GETTING STARTED

What are the first steps you should take to begin this investigation? What types of information or data will be needed to solve the problem? If "raw data", how can it be gathered, classified, and presented? If you plan to use already categorized information or data, where is it located and how can you obtain what you need?

1. Letters to Preservation Information Sources, Preservation Funding Sources, each of the intended audiences (Outline our objectives, ask for assistance)

2. Obtain maps from Village Clerk's Office, Town Clerk's Office, U.S. Geological Survey (get recent maps, and any available old maps dating from 1830 - to present.)

3. Locate existing Victorian structures - Map them on a recent map. Key this map to a chart listing current addresses, present owners, condition.

   Locate and Map Victorian structures existing 100 years ago. Indicate on map those structures still in existence.

4. Visit town historian with a tape recorder. Ask about previous surveys which may have been done and location of material. Ask for personal recollections. Ask about persons to interview.
METHODOLOGICAL RESOURCES AND ACTIVITIES

List the names & addresses of persons who might provide assistance in attacking this problem. List the how-to-do-it books that are available in this area of study. List other resources (films, collections, exhibits, etc.) and special equipment (e.g., camera, transit, tape recorder, questionnaire, etc.). Keep a continuous record of all activities that are a part of this investigation.

Persons -
- Katherine Terwilliger
- Patricia Clinton, Laurel Terrace, Ellenville, N.Y. 12428
- Marion Dumond, Ellenville Public Library

2. How-to-Do-It books

3. Other resources - periodicals

Collections - private and public
- Antique shops and flea markets.
- Old letters, Postcards
- Books such as *Victorian Glass*
- Examples of old houses - Roosevelt Home at Hyde Park, N.Y., Vanderbilt Mansion

4. Special equipment
- 35 mm. camera, tripod, telephoto lens
- black-and-white film (Plus-X and Tri-X)
- darkroom facilities and equipment
- telescope and binoculars
- tape recorder
# Student Product Assessment Form

## Summary Sheet

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>____________________________</th>
<th>Date</th>
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<tr>
<th>District</th>
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<th>School</th>
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<tr>
<th>Teacher</th>
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<th>Grade</th>
<th>Sex</th>
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<tr>
<th>Product (Title and/or Brief Description)</th>
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<tr>
<th>Number of weeks students worked on product</th>
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<thead>
<tr>
<th>Factors</th>
<th>Rating*</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>1. Early Statement of Purpose</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>2. Problem Focusing</td>
<td>________</td>
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<td>3. Level of Resources</td>
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<td>4. Diversity of Resources</td>
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<td>5. Appropriateness of Resources</td>
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<td>6. Logic, Sequence and Transition</td>
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<td>7. Action Orientation</td>
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<td>8. Audience</td>
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<td>9. Overall Assessment</td>
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<tr>
<td>A. Originality of the Idea</td>
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<td>B. Achieved Objectives Stated in the Plan</td>
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<td>C. Advanced Familiarity with the Subject</td>
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<td>D. Quality Beyond Age/Grade Level</td>
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<td>E. Care, Attention to Detail, etc.</td>
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<td>F. Time, Effort, Energy</td>
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<tr>
<td>G. Original Contribution</td>
<td>________</td>
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*Rating Scales:

Factors 1-8:

- 5-To a great extent
- 3-Somewhat
- 1-To a limited extent

Factors 9A-9G:

- 5=Outstanding
- 4=Above average
- 3=Average
- 2=Below average
- 1=Poor

**Comments:**

Person completing this form: ____________________________
1. EARLY STATEMENT OF PURPOSE

Is the purpose (theme, thesis, research question) readily apparent in the early stages of the student’s product? In other words, did the student define the topic or problem in such a manner that a clear understanding about the nature of the product emerges shortly after a review of the material?

For example, in a research project dealing with skunks of northwestern Connecticut completed by a first grade student, the overall purpose and scope of the product were readily apparent after reading the introductory paragraphs.

To a great extent Somewhat To a limited extent

5 4 3 2 1 N/A

2. PROBLEM FOCUSING

Did the student focus or clearly define the topic so that it represents a relatively specific problem within a larger area of study?

For example, a study of “Drama in Elizabethan England” would be more focused than “A Study of Drama.”

To a great extent Somewhat To a limited extent

5 4 3 2 1 N/A

3. LEVEL OF RESOURCES

Is there evidence that the student used resource materials or equipment that are more advanced, technical, or complex than materials ordinarily used by students at this age/grade level?

For example, a sixth grade student utilized a nearby university library to locate information about the history of clowns in the twelfth through sixteenth century in the major European countries.

To a great extent Somewhat To a limited extent

5 4 3 2 1 N/A