Girl Scouts of Genesee Valley, Inc.

Stories in Stone
Patch Program
at
Mount Hope Cemetery

Teacher/Troop Leader Manual

Students in Grades 4 - 12
Junior, Cadette, and Senior Girl Scouts

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Stories in Stone Patch Program
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-The Authors
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## Teacher/Troop Leader Manual

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Welcome to Mount Hope Cemetery and the Stories in Stone Patch Program!

Dear Teacher and Troop Leader,

We hope that “Stories in Stone” will provide exciting adventures in history and service for your students. We have enclosed an evaluation form in this manual. We look forward to your feedback.

Have fun and enjoy this trek into the past!

-The Authors

Why Mount Hope Cemetery?
Mount Hope Cemetery, established in 1838, is located in the city of Rochester. This rural, Victorian cemetery is conveniently located on an RTS bus route. It is owned by the City of Rochester. Visits are free. There is a great deal of information available in books and on the internet regarding the cemetery and those buried there. Visitors can study history, geology, architecture, art, literature, religion, and sociology in this virtual classroom.

What is the Friends of Mount Hope Cemetery?
The Friends of Mount Hope Cemetery is an organization of volunteers formed in 1980. The mission of the Friends of Mount Hope Cemetery is to optimize the cemetery’s potential as a cultural resource through education, preservation, and promotion of Mount Hope Cemetery’s unique heritage.

What is the Stories in Stone Program?
The Stories in Stone program uses the resources of Mount Hope Cemetery to provide learning and service experiences for students in grades 4 - 12.

The Stories in Stone program:
- Develops instructional activities that support New York State Learning Standards.
- Designs learning experiences that will help prepare students for the New York State Assessment Tests in Social Studies and Language Arts.
- Provides performance tasks at various age/grade levels that use cemetery resources for long-term instruction rather than a one-time field trip.
- Develops model multidisciplinary experiences using the cemetery resources to teach social studies, math, science, language arts, writing, storytelling, and the arts.
- Includes process skills such as doing research, using technology, working in cooperative groups, developing leadership skills and team building.
- Lists strategies and ideas for differentiating learning within activities.
- Provides activities for each of Gardner’s eight Multiple Intelligences to involve students with different learning styles.
- Instills a feeling of ownership in this rich community resource among participants and families.
- Encourages participants to perform community service projects in the cemetery.
- Allows a student to transfer concepts learned in Mount Hope Cemetery to local cemeteries in participant’s hometown.
- Provides students with an opportunity to learn about careers.
What Makes Mount Hope Cemetery an Educational Classroom?
Cemeteries record the lives of those who have gone before us. A cemetery tells us about the lives of people and the community in which they lived. Mount Hope Cemetery is a very special place. It is the first municipal Victorian cemetery in America, opening in 1838. It is still a working cemetery today. Therefore it reflects our history as a community.

Because it is open to all people, Mount Hope reflects the diversity of our area from the early 1800’s until today. People have always moved to Rochester from other parts of the United States as well as countries around the world. People buried there came from a variety of cultural, ethnic, and religious backgrounds.

Mount Hope was created as a “rural” cemetery, a new idea in the 1800’s. Its founders wanted to provide a place of beauty away from the city. It was to be a place where people could come to enjoy nature, take walks, bicycle, and picnic. There are 14½ miles of roads winding through this picturesque park. While today Mount Hope is in the heart of Rochester, it remains a 196-acre island of peace, beauty and serenity in the midst of a lively city.

With 375,000 full time residents, Mount Hope is the burial place of many outstanding women leaders. Some are household names; others are ordinary women known only to their families and neighbors. All, however, helped build our community and have affected our way of life today.

Mount Hope is dependent on volunteer help to help beautify the cemetery. Community groups are needed to plant flowers, rake leaves, and adopt plots.

As a national historical treasure, people come from all over the world to visit the graves of famous Rochesterians such as Susan B. Anthony, Frederick Douglass, Margaret Woodbury Strong, Lillian Wald, Seth Green, Col. Nathaniel Rochester and other great leaders. We all need to be invested in the present and future of this exciting cemetery. It is truly a place where people can celebrate life as well as remember the dead.

New York State Learning Standards
At the approach of the twenty-first century, the Board of Regents approved a new set of learning standards for New York State students. These standards represent the core of what all people should know, understand and be able to do as a result of their schooling. As such, these learning standards form the basis for a new vision of education in New York State.

With the implementation of these standards, children in New York State may hopefully expect an intellectually powerful education regardless of where they live. Teaching, assessment, and the provision of supports for learning are closely linked to these standards.

Because the Learning Standards are state mandates, the State has created tests keyed to the standards. The results of these tests are released to the local newspaper, and schools are rated. The designation of a school as “exemplary” or “low-performing” can have a significant impact on a neighborhood or a community.

As a result of this serious State initiative, the activities included in the “Stories in Stone” patch program are linked to New York State Learning Standards.

See Appendix T-A for New York State Learning Standards.
Multiple Intelligences
Historically children’s intelligence has been measured by their abilities in reading and verbal comprehension, math, and memorizing information. Excellence in these areas was highly valued in school. Teachers focused their lessons on developing proficiency in these areas, and standardized achievement and intelligence tests measured these behaviors. Even today, SAT and many Advanced Placement tests continue to measure proficiency in these three areas.

Schools continue to emphasize a child’s ability to manipulate language (which is called “linguistic intelligence”), and to solve math problems, (which is called “logical-mathematical intelligence.”) While schools have activities that recognize other skills such as athletics, band, chorus, and art, we understand that these talents are not equally valued.

In recent years, however, the concept of intelligence has been expanded. Researchers have studied how individuals take in and organize knowledge from the world around them. A pioneer in this research has been Howard Gardner, a professor at Harvard University. Gardner’s “Theory of Multiple Intelligences” has had a profound impact on thinking and practice in education - especially in the United States. Gardner defined intelligence as the capacity to solve problems or make things that are valued in a society. For example he believed that the ability to work effectively with others or to write music is as “intelligent” as recalling facts or solving a math problem. Gardner defined eight categories of intelligence. Each person may have strengths and weaknesses in one or more areas.

Today’s teachers try to incorporate these intelligences into the activities that they plan for their students. Hopefully this will enable more children to experience success in learning. In addition all children will be encouraged to develop strengths in new areas.

See Appendix T-B for Multiple Intelligences in Gardner’s Words (pages 1 and 2).
See Appendix T-C for Gardner’s Multiple Intelligences Web.

Venn Diagrams
A Venn Diagram is a kind of graphic organizer. It consists of two interlocking circles. Its purpose is to transform information and content into a graphic or visual form to make it more understandable. Students learn that organizing their thinking in this way is a valuable learning strategy.

The two-way Venn is used for comparing and contrasting two items or ideas. It can be used individually, in pairs, or as a team. In the case of “Stories in Stone,” students are asked to compare and contrast their hometown cemetery with Mount Hope Cemetery.
See Venn diagram in Appendix H:
Program Goals

1) To celebrate the contributions of local women buried in Mount Hope Cemetery
2) To study in depth at least one woman buried in Mount Hope Cemetery
3) To develop an appreciation of women as effective leaders and as role models for social change
4) To appreciate Mount Hope Cemetery as a local landmark and national historical treasure
5) To discover other community cemeteries and appreciate their history
6) To research and learn about careers
7) To value the importance of community service

Program Materials

1) The Girl Scouts of Genesee Valley has prepared a Stories in Stone patch kit which includes the following items:
   a. Teacher/Troop Leader Manual
   b. Student Manual. Provide a copy for each student.
   c. Three-ring binder containing biographical information about women leaders buried at Mount Hope Cemetery.
   d. 20 minute VHS video about Mount Hope Cemetery.
   e. “Pocket Guide of Mount Hope Cemetery”. These are available free at Mount Hope Cemetery.
   g. Book: *Mount Hope, Rochester, New York, America’s First Municipal Victorian Cemetery* Text: Richard O. Reisem; Photography: Frank A. Gillespie
   h. Stories in Stone patch samples. Everyone who completes the program may purchase a “Stories in Stone” patch. These patches are available for purchase at the Girl Scout Shop.

2) To reserve the kit or to purchase a Stories in Stone patch, contact:
   a. Girl Scout Shop at (585) 239-7901 or e-mail pcshop@gsgv.org
   b. Girl Scouts of Genesee Valley, 1020 John Street, West Henrietta, NY 14586

3) The Stories in Stone kit, excluding the VHS video, books, and “Pocket Guide of Mount Hope Cemetery”, is also available on line.
   a. Girl Scouts of Genesee Valley website www.gsgv.org
   b. Friends of Mount Hope Cemetery website www.fomh.org

4) Students may need to have a journal, a camera, and art supplies depending on activities selected.

Adapting the Program for Your Students

The Stories in Stone patch program is designed for students in grades 4 to 12. Suggestions for using the program with younger children, students with special needs, and English language learners can be found in Appendix T-D.

Vocabulary

Attached is a vocabulary list that you students will find helpful throughout the program. See Appendix A.
Tours for Student Groups
Tours for groups are available by appointment. Please call or e-mail:
♦ Patricia Corcoran at (585) 442-8461 or PCorc@aol.com
♦ Suzanne Jaschik at (585) 442-6065 or Suej57@rochester.rr.com

Special Needs
Mount Hope Cemetery is not handicapped accessible. The terrain is physically challenging. Leaders need to make provisions for students needing special assistance.

Admission
Admission is free.

Hours
The cemetery is open daily from 7 a.m. until 8 p.m.

Directions - From Friends of Mount Hope Cemetery Website
Go to http://www.fomh.org/ for directions. Mount Hope Cemetery is located at 1133 Mt. Hope Avenue, Rochester, NY 14620. The main office can be reached at (585) 428-7999.

Parking
Parking is available throughout the cemetery. For tours, please park at the North Gate opposite Robinson Drive. Be sure to lock your car, securing all valuables out of sight in your trunk.

Preparing for your Tour & Exploring the Cemetery with your Students
1) Remember that Mount Hope is a working cemetery. There are funerals every week, and many people come to visit their loved ones interred at Mount Hope. Therefore it is important that visitors behave respectfully and peacefully. Discuss this with your group before your visit.
2) Because the cemetery is large, it is advisable to bring a map with you. The free “Pocket Guide to Mount Hope Cemetery” includes a map. It is a good idea to carry a cell phone as well.
3) Some older monuments are fragile and can easily tip over. Students should not lean or climb on monuments.
4) Visitors must be dressed for the rugged terrain. Sneakers, socks, and jeans are appropriate. (No shorts or sandals, please). Anyone with a particular sensitivity to poison ivy must be especially careful.
5) Monument rubbings are not allowed under any circumstances.
6) There needs to be an adult with each group of students. Use appropriate adult to student ratio.
7) Make sure that the students have gone to the bathroom before their visit.
8) Encourage students to bring plastic water bottles if the weather is warm.
NEW YORK STATE LEARNING STANDARDS

THE ARTS

Standard 1: Creating, Performing, and Participating in the Arts
Students will actively engage in the process that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

Standard 1: Career Development
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

ENGLISH LANGUAGE ARTS

Standard 1: Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression
Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation
Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction
Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows accepted conventions of the English language for social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.
MATHEMATICS, SCIENCE, AND TECHNOLOGY

Standard 1: Analysis, Inquiry, and Design
Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems
Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics
Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science
Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes
Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving
Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

SOCIAL STUDIES

Standard 1: History of the United States and New York
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live - local, national, and global - including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
Appendix T-B
Multiple Intelligences in Gardner’s Words

1. Linguistic intelligence is the capacity to use language to express what is on your mind and to understand other people. Teachers, poets, writers, orators, lawyers—any person for whom language is an important stock in trade—highlight linguistic intelligence.

2. Logical Mathematical intelligence is the capacity to understand the underlying principles of some kind of causal system the way a scientist or logician does. It includes an ability to manipulate numbers, quantities and operations the way a mathematician does.

3. Spatial intelligence refers to the ability to represent the spatial world internally in your mind the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence can be used in the arts or in the sciences. If you are spatially intelligent and oriented towards the arts, you might be a painter, a sculptor or an architect. Certain sciences like anatomy or topology emphasize spatial intelligence.

4. Bodily Kinesthetic intelligence is the capacity to use your whole body or parts of your body to solve a problem, make something, or put on some kind of production. The most common examples are athletes, dancers, and actors.

5. Musical intelligence is the capacity to think in music, to be able to hear patterns, recognize them, remember them, and manipulate them. People with strong music intelligence find that music is always on their minds.

6. Interpersonal intelligence is understanding other people. Anyone who deals with people (like teachers!) has to be skilled in the interpersonal sphere.

7. Intrapersonal intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and where to go if you need help.

8. Naturalist intelligence is the human ability to discriminate among living things like plants and animals as well as sensitivity to other features of the natural world. This ability was of value in our past as hunters/gatherers and farmers. Some children are very adept at caring for babies, animals, or plants. Others love to camp and participate in outdoor education.

(continued)
Appendix T-B (continued)

**Multiple Intelligences in Gardner’s Words**

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<thead>
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<th>Children who are strongly</th>
<th>Think</th>
<th>Enjoy</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>in words</td>
<td>reading, writing, telling</td>
<td>books, tapes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>telling stories, word games, etc.</td>
<td>diaries, debates, discussions, etc.</td>
</tr>
<tr>
<td>Logical-</td>
<td>by reasoning</td>
<td>experimenting, questioning, figuring</td>
<td>things to explore and think about, science</td>
</tr>
<tr>
<td>Mathematical</td>
<td></td>
<td>out logical puzzles</td>
<td>materials, manipulatives, trips to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>science museums, planetarium, etc.</td>
</tr>
<tr>
<td>Spatial-</td>
<td>in images, pictures,</td>
<td>designing, drawing, mazes, etc.</td>
<td>art, legos, videos, movies, illustrated</td>
</tr>
<tr>
<td>Visual</td>
<td>doodling, etc.</td>
<td></td>
<td>books, trips to art museums, etc.</td>
</tr>
<tr>
<td>Bodily-</td>
<td>through active</td>
<td>dancing, running, building, touching, etc.</td>
<td>role play, drama, sports, things to build,</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>experiences</td>
<td></td>
<td>hands on learning, etc.</td>
</tr>
<tr>
<td>Musical</td>
<td>via rhythms and</td>
<td>singing, whistling, humming, tapping feet</td>
<td>sing alongs, concerts, playing musical</td>
</tr>
<tr>
<td></td>
<td>melodies</td>
<td>and hands, listening.</td>
<td>instruments, raps, etc.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>by bouncing ideas off</td>
<td>leading, organizing, relating, partying,</td>
<td>friends, group games, social gatherings,</td>
</tr>
<tr>
<td></td>
<td>other people</td>
<td>manipulating, mediating, etc.</td>
<td>clubs, mentors, apprenticeships, etc.</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>deeply inside of</td>
<td>setting goals, dreaming meditating, planning,</td>
<td>secret places, time alone, self-paced</td>
</tr>
<tr>
<td></td>
<td>themselves</td>
<td>being quiet, etc.</td>
<td>projects, choices, etc.</td>
</tr>
<tr>
<td>Naturalist (1997)</td>
<td>in tune with living</td>
<td>identifies patterns in nature, is sensitive</td>
<td>nurturing, interest in nature, outdoor</td>
</tr>
<tr>
<td></td>
<td>things</td>
<td>to needs of living things,</td>
<td>education, raising animals, caring for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>children</td>
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Appendix T-C
Gardner’s Multiple Intelligences
Appendix T-D

Adaptations for younger children, students with special needs, and English language learners
A Discussion

Dear Leaders and Teachers,

As you read through your Teacher’s/Leader’s Manual, you may be thinking of some children in your group who might have difficulty with some of the activities in this program. We would like to suggest some ideas to help you.

Preparing activities for students ranging in age from 9 to 18 is a challenge. Some nine year olds will have no trouble with the activities as organized; others may be overwhelmed. For students with special educational needs, some of the adaptations discussed below may be helpful. We have given many tours to special education and inclusion classes. It has been our experience that students with special learning needs have been very enthusiastic and accomplished cemetery sleuths!

Students with limited English language skills will need special consideration. Not only are they learning a new language, but the content of this material is very foreign to them. Most American students know something about Susan B. Anthony, for example, but newcomers to our schools have no such background. Also the idea of using a cemetery as a classroom is new even for American students; cemeteries may frighten children from other cultures. Hopefully such attitudes will change as a result of this program.

Here are some considerations for students who may need special support due to their age, special educational needs, or English language competence.

1. Size
   You can adapt the number of items that the student is expected to complete. Example: Student will research 5 symbols instead of 10.

2. Time
   Some students may need extra time to complete tasks. For Girl Scout leaders, you have a tremendous advantage, because scouts are free to spend as much time as they need on a particular project. For teachers, time is limited. Anticipate that completing some of these tasks may take more time for some children.

3. Level of Support
   Some children may need personal assistance from parents, leaders, peer buddies or cross-age tutors. This may be particularly true with the reading level of the biographies in the binder. Most of these biographies are written for an adult audience; some are very old and use vocabulary which is difficult for some children. It may be helpful, if an adult can read the article with the child and paraphrase difficult parts.

   We have given considerable thought to designating certain activities as elementary, middle school, or high school tasks. We are reluctant to do this at this point, eagerly awaiting feedback from you. We want students to be free to choose activities that interest them. One example is the “Our Own Aunt Susan” task to make a coloring book. Some of our reviewers have suggested that this is an elementary school activity. We can imagine high school students, however, who would be very interested in such a task. In reality there is a market for such a publication for a group that has the talent to create such a project.

   If you have a child in your group who has recently experienced death, you need to be especially sensitive. Because each family deals with death in its own unique way, we cannot anticipate how a child will react being in a cemetery. The Victorian character of Mount Hope Cemetery portrays a positive, hopeful idea of death and eternal life. Even so, we need to offer special support and understanding for such a child.

   The philosophy behind this program is that the child is the worker; the adult is the mentor. Students should be free to choose what projects they are interested in. We anticipate that there will be varying degrees of content expertise resulting from these activities. Our hope is that each participant will become excited and enthralled with some of the tasks. We believe that the goals of this program are important and can be achieved successfully by all participants. Hopefully the content goals, process skills, and attitudes achieved in this program are valued and will be transferable to other school and scout-related projects in the future.

   We are looking forward to hearing from you! Your actual experience using “Stories in Stone” makes you a true pioneer in using a cemetery as a classroom. Many thanks for involving your students in this incredible journey through our history.

   -The Authors
   June, 2004