

LINCOLN SCHOOL FOUNDATION

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September 29th, 2024

Dear Mr. Nickerson,

The Lincoln School Foundation (LSF) is very pleased to approve \$2212 to fund the Archaeological Dig Workshop. The LSF Board thinks this is a wonderful idea and highlights the school's commitment to creating opportunities for students to engage in hands-on, deeper learning.

As appropriate, we ask that you mention that this work was supported by the Lincoln School Foundation. Please refer to the attached *Grants In Action* for an overview of the process going forward and our website (<https://www.lincolnschoolfoundation.org/2023-24>) for sample grant summaries. These summaries help to get the word out about your grant and the great work you are doing to support our children's learning.

Angela Wang and Marjorie Leonard-Jeremie in the district office will assist you in making purchases. They can be reached awang@lincnet.org and mjeremie@lincnet.org.

Your LSF grant liaison for this award is me. Please do not hesitate to contact me with any questions regarding your grant award, the follow-up procedures, or the general implementation of your grant. I can be reached at catherine.s.boege@gmail.com LSF board members will also be available to come to school, take pictures, lend an extra hand during implementation, or help communicate out to the parent community about your grant in action.

Again, congratulations and thank you for your ongoing work and dedication to the children of the Lincoln Public Schools.

Sincerely,

Cathy Boege

Cathy Boege
Grants Team member & Grant Liaison, Lincoln School Foundation

cc: Victoria Slingerland, LSF Co-Chair; Philana Gnatowski, LSF Co-Chair; Elizabeth Levy, LSF Treasurer; Mary Ellen Normen and Marjorie Leonard-Jeremie

Archaeological Dig Workshop

Amount Requested: \$2,212

Applicant: Thomas Nickerson - Grade 4 Teacher

Collaborators - Matt Reed, Laura Holdman, Jen O'Sullivan

In recent years the social studies standards have shifted to a larger focus on archaeology and artifacts. The Grade 4 team would like to create an opportunity of deeper learning for students by bringing in Jeff Kotkin, who runs [Archaeology 4 Schools](#), to run a 3-hour excavation with each classroom. Mr Kotkin, who has a Master's Degree in Historical Archaeology with an Education focus, will choose a site on the school grounds and lead the excavation. He will also meet with teachers prior to the excavation and help them think of lessons that will lead up to his visit and afterwards. The intention would be for the Grade 4 team to carry this project forward after observing the experiences of their students.

The majority of the grant money will go towards running the excavation (\$700 for a half-day (3 hours) x 3 classes). Additional fees are for teacher meetings with Mr Kotkin and travel expenses. Mr. Nickerson has noted that the amount requested is \$212 over the limit for our out-of-cycle grants. He explained that Sarah Collmer (Lincoln K-4 Principal) will cover the overage. Therefore, the program would still run even if we only fund up to \$2k. However, this information is not reflected in the application, but rather in his email. The Grade 4 Team also wanted to run this excavation in late September. Mr Nickerson has been contacted about the timing and implementation of this program should his grant be approved on September 24, 2024.



Lincoln School Foundation Grants in Action

Congratulations on receiving funding from the Lincoln School Foundation! We are excited to see your grant take shape in the coming months. This Grants in Action document outlines the role of LSF Grant Liaisons, and the process for funding and reimbursement.

Grant Liaisons: You will be assigned an LSF Grant Liaison who can help answer questions and help document and publicize your grant in action. Please discuss with your grant liaison on how you will document your Grant In Action through pictures, stories, quotes, etc. Plan to include:

- A summary of the ways in which the grant money was actually used;
- The benefit to those involved;
- Any learnings shared with other teachers;
- A specific description or demonstration of the results;
- Pictures or video where possible to highlight the grant and show the work in action.
- Wording that says the grant was “supported by The Lincoln School Foundation” or “made possible by funding from The Lincoln School Foundation”.

Your grant liaison can come in to take photos, interview you to create a short write-up about the grant, and/or create a 2-3 minute video documenting the grant and your narrative on its impact.

Your efforts communicating will help in a few ways:

- To educate our community about the value LSF provides through real life examples;
- To enhance our fundraising efforts for the next grant cycle by helping Lincoln families better understand how the creative, forward-thinking ideas that come from our teaching staff need to be funded and supported;
- To allow future grant recipients to see the type of innovative ideas that the LSF has supported in the past, and
- Finally, to help our donors see the impact of grants they have supported.

Grant Funding and Reimbursement: Your grant application outlined a budget for materials, stipends, and/or contracted services. Any purchases or reimbursements will be handled by the district, through typical LPS purchasing procedures and working with the district finance office. The finance office will then invoice the LSF. Please note that the Foundation will assume that your project will be completed by the end of the 2024-2025 school year, unless special permission has been granted from the LSF.

Congratulations again and best of luck in your implementation!



Grant Application Form 2024

Thank you for taking the time to complete this form and share your idea with us.

Grant Deadlines

There are two Grant Application Deadlines.

- Grants less than \$2,000 that are to be expended within the current academic year are reviewed within the month they are submitted. Please note that grants over \$2,000 must be for future academic years.
- Grant applications for the following academic year due by **May 8th, 2024**. Applicants will be notified of funding decisions by the end of the current academic school year .

How To Complete This Form

1. Create your own google document version of this application. Go to File<Make a copy.
2. Share the application with your principal for approval.
3. Share the application with Rob Ford for approval if it involves technology, rford@lincnet.org.
4. Send your completed application with all approvals to LSF, grants@lincolnschoolfoundation.org.

Evaluation Criteria

- Match to LSF Mission: *Extent to which project supports LSF mission of promoting innovative teaching and authentic learning experiences to foster critical thinking, collaboration, and cultural understanding to advance equity and engagement.*
- Addresses Need: *Extent to which project addresses demonstrated need (within the grade, school, or district).*
- Capacity of Lasting Impact: *Extent to which the project will impact the school over time and/or is sustainable.*
- Realizable Timeframe and Budget: *Extent to which project clearly articulates an achievable plan in terms of timeframe, documentable outcomes, and a budget, which matches the plan's requirement.*
- Value: *Qualitative estimate for how much change/improvement the grant provides for the requested funding and estimated cost per student.*
- DEI: *Extent to which the project promotes diversity, equity, and inclusion in our school community*

If you have any questions please reach out to grants@lincolnschoolfoundation.org. We are here to help you be successful in this process.

Project Title
Archaeological Dig Workshop

Total funds requested

Primary Applicant Thomas Nickerson	Role (teacher, administrator, parent, etc.) Grade 4 Teacher
----------------------------------------------	-----------------------------------------------------------------------

Email TNickerson@lincnet.org	Daytime Phone Ext. 3116	Evening Phone 505-263-9007
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Collaborators and their roles
Matt Reed, Laura Holdman, Jen O’Sullivan (Grade 4 Teachers)

Which schools will benefit

- | | |
|--------------------------------------------------------------------|--------------------------------------------------|
| <input type="radio"/> Lincoln Preschool | <input type="radio"/> Hanscom Preschool |
| <input checked="" type="radio"/> Lincoln School, Grades K-4 | <input type="radio"/> Hanscom School, Grades K-3 |
| <input type="radio"/> Lincoln School, Grades 5-8 | <input type="radio"/> Hanscom School, Grades 4-8 |
-

Project Summary (1-3 sentences)

We would love to bring this workshop to our school, so that students can learn first-hand how archaeologists play a major role in helping people understand artifacts from both a social studies and science perspective, by involving them in the process.

This will also allow teachers to deepen their understanding of archaeology, so that they can incorporate these connections into existing social studies and science curriculum. In future years, teachers will be able to take the lead on helping students to do the work of archaeologists.

Goal Statement (short paragraph)

What are your goals for this project? What would be the best outcome for the work you propose?

Our goal is to help students understand the field of archaeology and how it is essential to understanding the past. After the visit, we plan to carry this work forward in future years, by leading our own excavations.

Context (one paragraph)

How have your education, training, and or/classroom experiences prompted the interest or need for this project? How does your project innovative teaching and authentic learning experiences to foster critical thinking, collaboration, and cultural understanding to advance equity and engagement? How does it connect with the present curriculum or curriculum as you envision it?

There has been a lot of movement in the fourth grade teaching team over the last five years. Because of this, we are looking to take greater ownership over the social studies and science curriculums, by bringing in more opportunities for deeper learning. Over that same period, the social studies standards have shifted, with a larger focus on archaeology and artifacts.

Current Massachusetts State Standards Grade 4:

Topic 2. Ancient civilizations of North America [4.T2] Supporting Question: How do archaeologists develop theories about ancient migrations?

1. Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.²⁵
2. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings). Clarification statement: Students should understand that the North American continent has been inhabited for thousands of years, and that large and highly organized ancient societies, such as the Inuit, Hopewell, Adena, Hohokam, Puebloan, Mississippian, Iroquois, Maya, Olmec, and Toltec, flourished long before Europeans arrived in North America.
3. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.

4. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.

Topic 3. Early European exploration and conquest [4.T3] Supporting Question: What were the reasons for European voyages across the Atlantic Ocean?

1. Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called primary sources.

Project Description (one paragraph or bullet points)

Describe the structure of this grant. For example, when and where will you be working? With whom will you work? You may include copies of supporting material (e.g. conference brochures, tour itinerary). Links to websites may be used for supporting material and are preferred, if available.

We will be working with Jeff Kotkin, who runs [Archaeology 4 Schools](#). He has extensive experience as a classroom teacher and has a Master's Degree in Historical Archaeology with an education focus.

Jeff will come to Lincoln School in the fall to lead a 3-hour excavation with each classroom. Jeff, with the support of the teachers, will choose a site on the school grounds to lead the excavation. He will also meet with the teaching team prior to the visit, so that we can think about lessons that will lead up to and follow his visit.

Impact (one paragraph or bullet points)

Describe as specifically as possible the impact of the work you propose:

On Yourself – How do you expect this project will change you as an educator? How might this project impact your future professional activity?

On Your Colleagues – What impact will your project have on your professional community, either directly or indirectly?

On Your Students – How will your students benefit from this project in the short and/or long term? What student groups and how many will be most impacted?

I expect this project will help to deepen my knowledge of archaeology, a field I am largely unfamiliar with. This connection will help me to teach both social studies and science, fields that are heavily influenced by the ability to find and interpret artifacts.

My grade-level colleagues will likewise benefit from this experience, deepening their understanding of how artifacts are used to learn from the past.

Students will benefit from this project in that it will allow them to take part in a hands-on, deeper learning experience. I believe this will have a long-term benefit for them as learners, giving them a new lens through which to study history and science. Because the majority of this project will take place outside of the classroom, I think all student groups will be positively impacted. When the context for learning is shifted—from the classroom to outside, for example—there is a greater likelihood that the experience and knowledge will remain with students.

Evaluation and Sustainability (one paragraph or bullet points)

a) How will you evaluate the success of the project?

We will evaluate the success of the project based on students' abilities to draw inferences and grow ideas off of the artifacts they find during the archaeological dig. We can foster this level of inferential thinking before and after the project through learning opportunities like having each student bring in an "artifact" from home that others can interpret and make inferences about.

b) How do you anticipate this project will enhance learning after its funding is complete? Is this project something that can be incorporated in future years without additional support? If successful, will it spread to other classes/grades and/or schools?

It is a hands-on opportunity for students, allowing them to deepen understanding through application of skills. It is a great opportunity to continue to practice working within a group. It also allows for students to take on a variety of roles including leadership and collaboration opportunities. This project could be carried forward with the fourth grade team after observing and experiencing this through this experience with the students. We want to make this a deeper learning opportunity for fourth grade and would be happy to share what we learned with the Hanscom fourth grade team.

Budget (line items with total)

Please provide a complete and detailed budget for the funds being requested. Stipend for time developing and implementing grant idea (hourly rate paid by LSF is \$40); Supplies and/or equipment; Speaker or other contracted services; Conference fees, travel, lodging, food; and Substitute fees.

Excavation \$700 for a half-day (3 hours) x 3 classes	\$2,100
Meeting \$100 for 45 minutes	\$100
Travel \$0.75 per mile (roundtrip)	\$12
GRAND TOTAL	\$2,212

Timetable (bullet points)

Please indicate starting dates, major activities or events, and completion dates for this project. Please identify 1-2 dates/venues when LSF could observe and document through photo or video the implementation of the grant.

- **Early September 2024:** Pre-excavation meeting with Jeff and Grade 4 Teachers
- **Mid- to Late September 2024:** Each class does an excavation with Jeff (3 hours/class)

Conditions

A Lincoln School Foundation trustee will contact you to discuss your proposal. The Lincoln School Foundation expects that all grant recipients will:

1. Provide receipts and appropriate documentation for the Budget Report.
2. Work with your LSF grant liaison to document the grant and its outcomes. This could mean inviting the LSF to come in to take photos of the implementation of the grant and interview you for a short write-up, working with us to put together a 2-3 minute video, or some other form of documentation as makes sense for the grant. We ask that you make a plan for documentation with your grant liaison before you begin implementation of the grant

If funded, I/we agree to carry out the goals of this project in accordance with the description and budget contained in this application or in accordance with any adjustment, which is subsequently approved by the Foundation. In the event that I/we do not carry out this project for whatever reason, I/we agree to account for and return all unused funds to the Foundation.

I/we understand and agree that all equipment purchased through an LSF grant is property of the Lincoln School District and will remain with the Lincoln School in the District in the event of an Applicant's/Collaborator's departure from the school unless otherwise agreed in writing by the Applicant and/or Collaborators and the Lincoln School Foundation.

Primary applicant's signature

Signed by THOMAS NICKERSON on 5/16

Collaborator's signature(s)

Signed by Jennifer O'Sullivan 5/22/24, Signed by Matt Reed on 5/28.23

Technology director's signature (only if requesting technology)

Principal's signature

Signed by Sarah Collmer on 7/15/24

When you are ready to collect the signatures at the end of the form, just share the document and ask people to enter "Signed by NAME on DATE" in the signature area. Google Docs revision tracking features will contain a record that verifies who "signed" it, so you will not need to print a copy and get written signatures.

You can submit your application to LSF in Google Drive by sharing it to grants@lincolnschoolfoundation.org. Once you have shared it with LSF, please do not make any further changes to the document.

Questions?

Please feel free to contact the LSF Grants Committee members. We are happy to answer any questions regarding the application form or process. Email us at: grants@lincolnschoolfoundation.org.