

PROJECTS

*This listing of projects may be used as in-class questions or larger individual and group projects. Some of them are attached to a particular neighborhood and can be discussed as you navigate the site in-class. Many however are neighborhood non-descript and can be used with multiple neighborhoods and/or time periods.

Develop a map of your block. Who lives there? Do the neighbors know each other? Do the children play together often?

If you lived in X neighborhood in 19xx, what would life be like? What would your ethnicity/race most likely be? Where would you go? What would you do?

Develop a food project based on neighborhood and race/ethnicity. What is X neighborhood or X ethnicity/race famous for (ex: Italians--pasta)? Or make one of the dishes named on "Brass City Life". [see Bunker Hill: Farmland]

Locate places where people come together with others not in their neighborhood (ex: mall, school). Why do people leave their neighborhoods? What are the spaces like? How do people interact?

Write a news report about the flood of 1955. What neighborhood(s) did it affect and how did it change the composition of the neighborhood? [do alongside Flood exhibit (June 2005) as well as website]

If you and your family came to Waterbury in 19xx, where would your family most likely live and why? (pay close attention to ethnicity and neighborhoods, familial ties, immigration patterns to Waterbury, etc.)

Gather children together from different neighborhoods and of different racial/ethnic backgrounds in a group to discuss their surroundings' similarities and differences.

Research social and political organizations in your neighborhood. How do they function? How are they different or similar to the organizations represented in "Brass City Life"? (ex: churches, NAACP, etc)

Where were the community gathering places in the X neighborhood? How did they help to build community?

What are some of the racial/ethnic traditions practiced in Waterbury? Describe them. Why are they important to that group or community? [see Town Plot]

How did the neighborhoods look (house style, layout inside)? What are some of the differences between neighborhoods? What are the conditions in the neighborhood that make them different? Compare the style of housing in Brooklyn with Hillside/Overlook.

Describe and map how and where the division of labor lived in Hillside (or other neighborhood).

Draw a Hillside home. Include its landscaping and interior design as well.

Take a person from the website (preferably one with a picture) and write an historical fiction of a day in their life. You may want to include how they interact with their family, neighborhood, and job atmosphere.

Map the churches in a given neighborhood. Are there a lot? Why do you think that's so? [see N. Square]

What were some of the activities that the neighborhood residents participated in in order to make a difference in the neighborhood or city? [see N. Square: Urban Renewal]

Track the change over time in a given neighborhood by design, resident composition, class, occupation...

Which Waterbury neighborhood was most diverse in 19xx? Why? What does it look like today? Which is the most diverse neighborhood in Waterbury today? Why? What did it look like in 19xx?

Compare your neighborhood with one in Waterbury. How are they different, same? What is your city like?

How do roads define the boundaries of neighborhoods in Waterbury? How do the roads affect the residents of the neighborhood? [see S. End, Brooklyn: Urban Renewal]

How did people get around in Waterbury in the early 20th Century (to work, etc)? [see S. End]

What was the average family make-up in the neighborhoods of Waterbury? How did the children interact in their neighborhoods? [see S. End]

Was your background, race, ethnicity, religion, culture represented in “Brass City Life”? Tell us about it. How were you reflected in the site (or not)?

Write a conversation between two neighbors at a barber shop in the S. End in 19xx. Who are they? What do they do? What’s going on in their neighborhood?

Describe how people’s jobs and living situations changed when industrial work left Waterbury. [see S. End]

Interview an older friend or family member about their neighborhood experience. Where did they live? How long? What was life like? How was (is) their experience different from yours?

Find the names of the streets, roads, interstates, etc that define the boundaries of each neighborhood. Write a short history of the road and its impact on the area.

Find your neighborhood on the large map of Waterbury. Does your neighborhood still look that way? Why or why not? [map link located on main page]

Take any two photographs from the site and describe what is going on. If there are people in it, who might the people be? What might they be doing? Where are they?

Visually replicate a house from the X area. Include a drawing of what the living area might look like. What would be in it? [for an example see Hillside/Overlook]

What’s it like to move to a new place? Students tell stories about moving (where applicable).

Students write individual representations of their experiences in their neighborhoods. Afterwards, students exchange experiences in small settings and then participate in “Trading Places” in which students switch neighborhoods. They exchange information on what it’s like to live in their area and then they role play.

Set up groups of quotes and ask students to find them in their appropriate neighborhood on the website.

Develop a census exercise to involve the students in immigration stories and neighborhood building. One census taker begins. Everyone else has a given identity (from the ethnicities/races represented on the site) and mixes up. The census taker comes around with their set list of questions (3 or 4: What country did you come from? Where do you work? (What’s your occupation?) Which family members live with you? Do you belong to a church? If so, which one?) Then based on that, the census taker guesses which neighborhood the person is from. Rotate census people--1 turn each.

Develop a business flight diagram as a class project. What businesses (if any) have taken their place? How do people make a living in Waterbury, then and now?

Discuss why there was a 5,000 loss in the Waterbury population between 1970 and 1980. What were the factors that lead to this loss?

Generational project/genealogy. Trace your family history. How long has your family been in Waterbury? How many different neighborhoods have they lived in? Where did they come from originally?

Plan a timeline in your classroom. Outline major moments in Waterbury history (like flood of 1955, construction of I-84, etc) but allow the children to, throughout the unit, add to the display. Hang in an accessible place in the classroom.

Family tree project through visuals such as a photoalbum, poster, or short video.

As a class, develop a ven diagram of their neighborhoods (with all things alike being in the center). This exercise will highlight the similarities between the children while still recognizing their special differences.

The children participate in show and Tell with cultural artifacts/pieces from their families. Write an essay to accompany the item.