



## George, Tools and Mules



Spanning across the state of Maryland and bordering the Potomac River, the Chesapeake and Ohio Canal National Historical Park has an estimated 1,000,000 school-aged children within a 45-minute drive. In Canal Classrooms students explore natural and historical resources in a setting that provokes thought, inspires wonder and ignites understanding.

# Table of Contents

George, Tools and Mules: At a Glance .....	1
A Letter to Students .....	4
Map .....	5
Planning a Successful Visit .....	6
Safety Considerations .....	8
Additional On-line Resources about the C&O Canal and the National Park Service.....	9
Pre Visit Activity: Meet the C&O Canal .....	10
Post Visit Activity: Design Your Own Hybrid .....	11
Appendix A: Pre Visit Mule Necklaces.....	12
Appendix B: Post Visit STEM Lesson .....	13
Appendix C: Post Visit Templates.....	14
Appendix D: Transportation Scholarship Application .....	<b>Error! Bookmark not defined.</b>

**Need to reach us?** Call 301-714-2213 (the park’s education line) or 301-722-8226 (visitor center desk in Cumberland) or email [cocanaleducation@nps.gov](mailto:cocanaleducation@nps.gov)

**Go digital.** Find teacher resources including field trip reservations and pre- and post-visit classroom activities at [www.nps.gov/choh/forteachers](http://www.nps.gov/choh/forteachers)

**Like us.** Find us on Facebook at *Chesapeake and Ohio Canal National Historical Park*.

## George, Tools and Mules: At a Glance

Students explore the history and engineering of the C&O Canal and canal boats, and the importance of the mules in canal operations.

At the end of the activity, students should be able to...

1. Define, design and create a hybrid animal.
2. Construct and defend their opinion of their hybrid animal.
3. Compare different plant adaptations and discuss how humans adapt to the environment around them.

The park partnered with Allegany County Public Schools to develop this field trip along with pre- and post-visit activities for your classroom. Completing the classroom activities will enhance student learning. The lessons include a canal orientation and a STEM activity. See the appendices or our website for the materials:

<http://www.nps.gov/choh/forteachers/classrooms/1cumberland.htm>.

<b>Duration</b>	4 hours
<b>Arrival Time</b>	9:30 (or call us to schedule another time)
<b>Best Time to Plan Trip</b>	Spring or Fall
<b>Cost</b>	Free
<b>Group size</b>	up to 60 in two groups of 30
<b>Rotations</b>	Four (Museum, Canal Boat, Canal Classroom, George Washington's Cabin) plus lunch
<b>Grade</b>	First Grade
<b>Chaperone to Student Ratio</b>	1 to 8 (maximum); 1 to 15 (minimum)
<b>Maryland Common Core Standards</b>	<p>Math (Content.1.G.A.1): Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>Language Arts (Literacy.W.1.1): Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Language Arts (Literacy.W.1.6): With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<p><b>Maryland State Curriculum Standards</b></p>	<p>STEAM (SC3c2abc): STEAM 2 Recognize that all living things have offspring, usually with two parents involved.</p> <ol style="list-style-type: none"><li>1. Examine a variety of living things and their offspring and describe what each parent and offspring looks like.</li><li>2. Identify similarities and differences among the offspring and between the offspring and each parent.</li><li>3. Based on observations, construct an appropriate response to the question "Are parents and offspring more similar than they are different?"</li></ol> <p>Social Studies (SS5.A.1,2): Individuals and societies change over time</p> <ol style="list-style-type: none"><li>1. Examine differences between past and present time (use terms related to time to order events sequentially that have occurred in the school and classify events as belonging to past or present)</li><li>2. Compare people and objects of today and long ago</li></ol>
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There are many indoor and outdoor activities at the C&O Canal in Cumberland, Maryland for first graders to explore the canal and learn about its history, design, and the mules that were integral to its operation.

**Welcome (15 minutes)**

Children will meet the ranger by Daisy the Mule to introduce our theme: mules and tools.

**Canal Museum: What is a tool? (45 minutes)**

Students will break into smaller groups to explore two areas of the museum. At the Mule Power exhibit, students will watch a video, discuss the role of mules on the canal, learn how canal children cared for mules, and examine some of the mule artifacts. At the Boat Building exhibit, students will examine and discuss canal era tools and compare them to modern version using a worksheet.

**Canal Classroom: Hands-on Activities (45 minutes)**

Students will visit our Canal Classroom where they will draw a hybrid animal and color and label a boat diagram. During our companion STEM activity, students will discover the “tools” plants use to spread their seed.

**Canal Boat Replica: All About Mules (45 minutes)**

Children come aboard *The Cumberland*, our canal boat replica, for a tour where they will learn how canal families and their mules lived and worked on the canal boats. In our STEM activity, they will also take turns pulling our “canal boat.”

**George Washington’s Cabin: Compass Activity (45 minutes)**

Students will hike to George Washington’s Headquarters across the river to discuss General Washington’s vision for westward expansion and his early surveying methods/tools. Students will consider terrain, technology, and tools as they discuss the building of the canal. Please note: we will not be going inside the cabin.

**Closing Activity (15 Minutes)**

Students get their exit ticket by helping create a chart displaying their knowledge of the canal.

<b>Itinerary</b>	
<b>9:30</b> Arrive at the Cumberland Visitor Center, Welcome Activity	
<b>Group A (30 students maximum)</b>	<b>Group B (30 students maximum)</b>
<b>9:45</b> Museum	<b>9:45</b> Washington’s Cabin
<b>10:30</b> Canal Boat	<b>10:30</b> Museum
<b>11:15</b> Lunch	<b>11:15</b> Lunch
<b>11:45</b> Washington’s Cabin	<b>11:45</b> Canal Classroom
<b>12:30</b> Canal Classroom	<b>12:30</b> Canal Boat
<b>1:15</b> Exit Ticket	
<b>1:30</b> Departure	

# A Letter to Students

*Teachers, please distribute or read to your students*

Dear Students,

We rangers, teachers, and volunteers in the Canal Classroom Corps look forward to meeting you and spending a few hours exploring the C&O Canal together.

A canal is a manmade channel of water that is long and skinny, like a river. People used to ride on the canal in boats that carried coal, wood, and food to eat. Mules pulled the boats along. Did you know that many of the boats were made here in Cumberland and that it was where boats started or ended their trip?

On your field trip, you will visit the canal museum and learn a lot about canal tools and mules. You will also get to see a real-life canal boat. We will take a hike and visit George Washington's cabin. Did you know that our first President came to Cumberland several times?

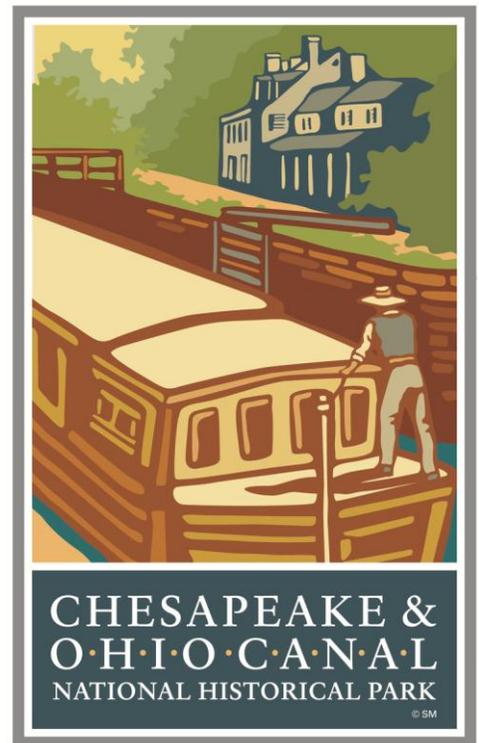
We will be outside for some of the day. Please bring your rain or warm coat and a hat. Because we will be taking a hike, wear sneakers or boots.

We know it will be a fun day, and we can't wait for your visit.

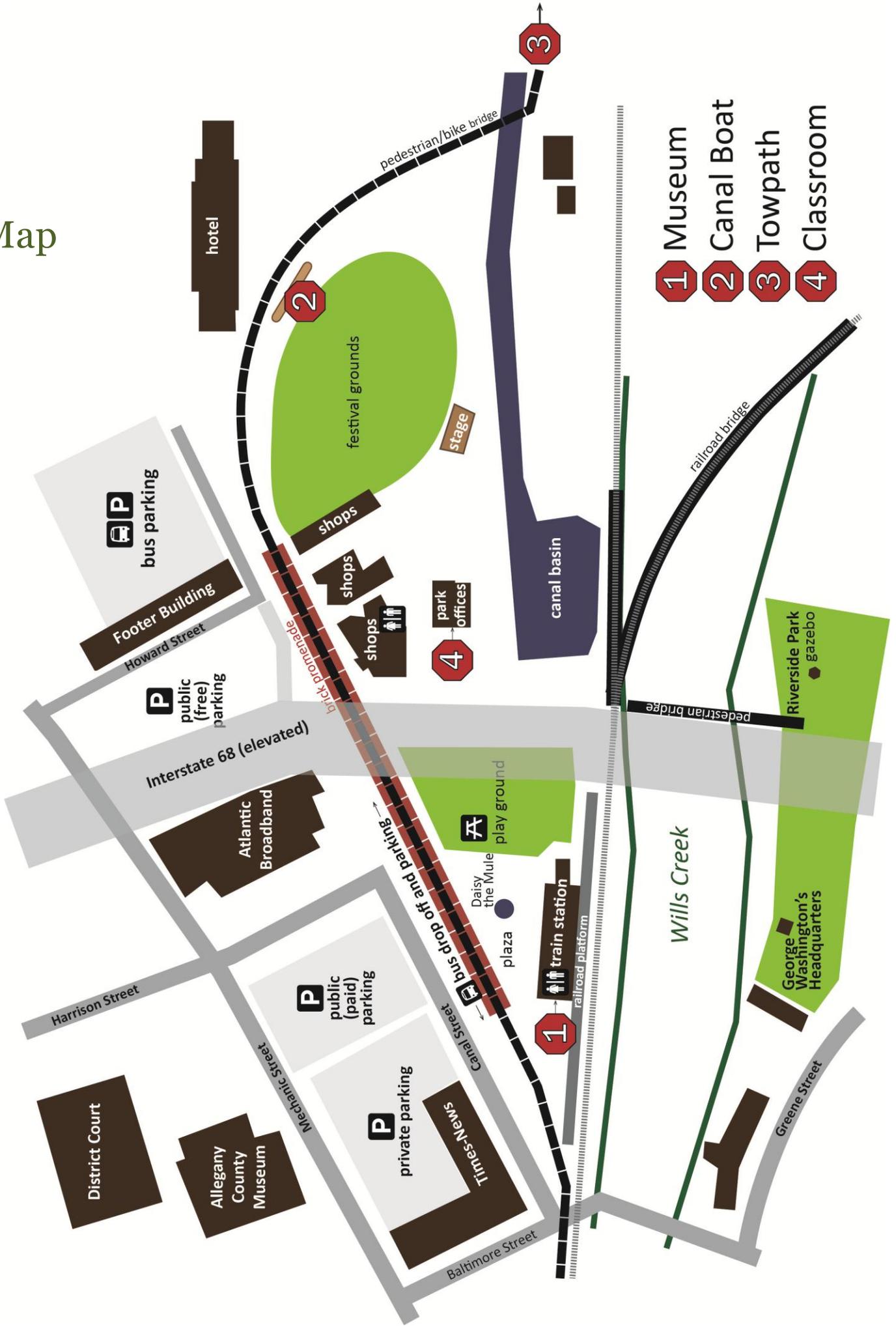
Happy Trails,

*Hollie*

Ranger Hollie



# Map



- 1 Museum
- 2 Canal Boat
- 3 Towpath
- 4 Classroom

# Planning a Successful Visit

## What to Wear

- Remind students to wear appropriate footwear for this outdoor experience. Flip flops, slip-on shoes, or sandals are not appropriate.
- We suggest wearing long pants and layers. Pants are the best precaution against cool temperatures, bee stings, and the usual outdoor hazards.
- Students may wear hats for sun protection and/or warmth.
- Programs will go on in light rain or snow. Encourage everyone to have proper outer wear such as a rain or warm coat.
- It is extremely helpful to rangers leading the program for students to wear clearly labeled name tags with first names only.
- The pre-visit activity includes making mule card necklaces for your visit; we will use these to divide the students into smaller groups. If you have not completed this activity, we will provide a necklace during the welcome activity.

## Communication

- There is good cell phone coverage in Cumberland.
- For non-emergencies, call (301) 722-8226 (the C&O Canal Cumberland visitor center). For emergencies, call 911 or (866) 677-6677 (this is the National Park Service dispatch center).

## Chaperones

- At minimum, please have one chaperone (teacher or other adult) for every fifteen students. In order to keep programs manageable, do not exceed one chaperone for every eight students.
- Chaperones will be an active part of the activities. They will lead groups through the museum and help in the canal classroom.
- During programs, refrain from holding conversations with other chaperones or using a cellular phone.
- No smoking during the trip.



**Directions**

The C&O Canal Cumberland Visitor Center is at Canal Place, 13 Canal Street, Cumberland, Maryland 21502.

**Arrival**

- Please arrive on time at 9:30.
- Our Canal Classroom Corps staff will be waiting for your bus by Daisy the Mule, near the visitor center.
- Buses may parallel park along the red brick promenade or in the Footer Building lot, as shown on the map.
- The train station and shops at Canal Place have large, public restrooms.

**Special Needs**

Let us know if any of your students have special needs. Please note that while a student with mobility impairment can get on the boat via a ramp, the steps to the captain’s cabin are steep.

**Protect Your Park**

- The Chesapeake & Ohio Canal National Historical Park is a federally protected public use area. Please be good stewards during your visit. Do not pick the plants or take anything from the park.

**Cancellations**

Field trips may be cancelled in very cold weather or heavy downpours or storms. If flooding or severe inclement weather is predicted, a Canal Classroom Corps member will call to reschedule your field trip.

If you need to cancel, let us know as soon as possible by calling (301) 722-8226 (C&O Canal Cumberland visitor center).



# Safety Considerations

## **A Busy Terminus**

The area around the C&O Canal Cumberland Visitor Center is an active place filled with moving cars, buses, trains, fishermen, hikers, bikers, and dogs. Please ask students to walk in a single file. There is water in the canal basin. Stay alert and diligent.

## **Nature Hazards**

We will stay in the paved and grassy developed areas around Canal Place and the C&O Canal Towpath. Because we are adjacent to the river, nature comes to visit too. We might encounter ticks, snakes, and wild animals such as raccoons and deer. Staying on the paved areas and trails will prevent any exposure to poison ivy. Be mindful of these usual outdoor hazards.

## **Stinging insects**

You will be in areas with hornets, wasps, and bees, which can cause severe allergic reactions in sensitive individuals. Chaperones should carry epinephrine pens with them.

## **Sun and Heat Exposure**

Remind students to wear sunscreen and a hat to avoid exposure to sun.

## **Wind and Inclement Weather**

If the predicted high temperature is less than 40°, we will stay inside the canal classroom and museum. If there is lightning at any distance, programming will continue in the canal classroom.

## Additional On-line Resources about the C&O Canal and the National Park Service

Description		Website URL
C&O Canal NHP	The park's website for teachers hosts classroom materials and on-line resources	<a href="http://www.nps.gov/choh/forteachers">www.nps.gov/choh/forteachers</a>
C&O Canal Trust	The park's partner in education provides 50 short stories about places along the C&O Canal for students to read	<a href="http://www.canaltrust.org">www.canaltrust.org</a>
National Park Service	Learn more about the NPS mission, history, and organization	<a href="http://www.nps.gov/aboutus/index.htm">www.nps.gov/aboutus/index.htm</a>
National Park Service America's Best Idea	More facts about the NPS, including an excellent timeline and movies	<a href="http://www.nps.gov/americasbestidea/">http://www.nps.gov/americasbestidea/</a>

## Pre Visit Activity: Meet the C&O Canal

Use at least one of these three lessons as a pre-visit classroom activity, which introduces the canal to the students.

### **Option A (Recommended): Mule Characters**

Make mule character necklaces to wear on your field trip. Print the mule character cards (see appendix). Cut them out, punch a hole, string some yarn through, and give one to each student. Read each character card description and discuss the role of mules on the canal.

### **Option B: Web Rangers**

Students complete a National Park Service online activity called *Young George Washington's Adventures*. It is about the tools Mr. Washington needed for his first military assignment, which brought him to Wills Creek (Cumberland area). No registration is required and the activity is free. Other learning modules are available, and students may create a password to help them track their progress at Ranger School, which they can also log into from home to complete more online adventures. <http://www.nps.gov/webrangers/activities/youngwashington/>

### **Option C: Video "Down the Ol' Potomac"**

Watch this 1917 video made by the Edison Manufacturing Company. This 11-minute long, silent picture follows two men as they travel the canal in a small canoe pulled by a horse. Along the way they see cargo boats pulled by mules, locks, the Paw Paw Tunnel and aqueducts. The Library of Congress hosts this streaming video: <http://www.loc.gov/item/00694119>.

### **Option D (Recommended): Review Vocabulary**

*Adaptation: adjustment to environment conditions*

*Canal: a manmade waterway used to move goods, people*

*Dispersion: scattering or separation*

*Hybrid animal: an offspring of two animals or plants of different races, breeds, varieties, species, or genera*

*Invasive Plant: non-native plant, tending to spread*

*Mule: Hybrid animal of female horse and male donkey*

*Navigate: to travel by water*

*Side by side: a group of two or more working together side by side*

*Tandem: a group of two or more arranged one behind the other or acting in conjunction*

*Towpath: a dirt path alongside a canal where mules would walk and tow canal boats*

*Transport: move from one place to another*

## Post Visit Activity: Design Your Own Hybrid

Use these STEM lessons as a post-visit or stand-alone classroom activity. See the Allegany County STEM Guide in the appendix and use our templates or visit the website to download the digital files:

<http://www.nps.gov/choh/forteachers/classrooms/1cumberland.htm>.

### **Option A: 3-D modeling**

Students will create a hybrid animal using their design activity sheet from their park visit and play dough.

### **Option B: Opinion Writing**

Students write an opinion piece explaining the design of their animal hybrid.

### **Option C: Flipbook**

Students create a flip book of hybrid animals that they design.

# Appendix A: Pre Visit Mule Necklaces



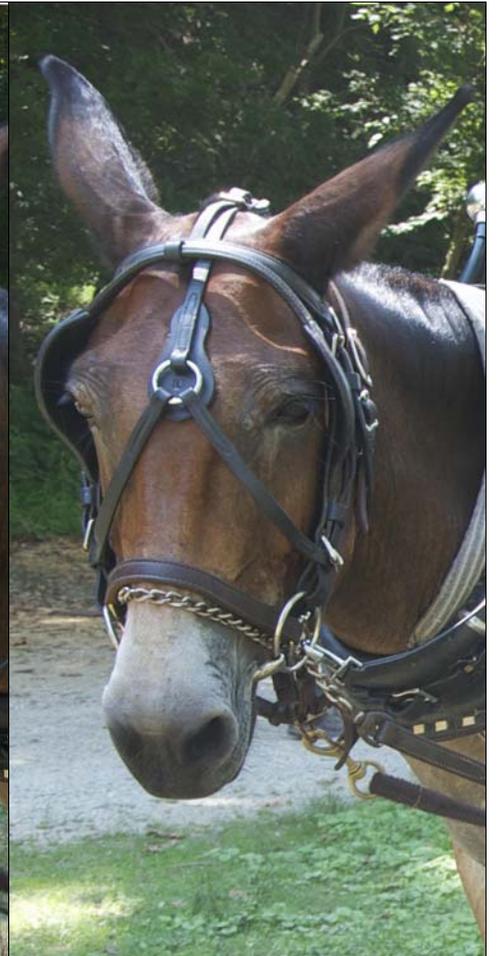
**Dolly**



**Eva**



**Lil**



**Nell**

**Mule Fact:**

Each boatman owned four mules. They worked in teams of two.



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4

**Mule Fact:**



Boatman liked mules better than horses because mules:

- 1) Did not get hurt as often
- 2) Lived longer
- 3) Were more “sure-footed” (mules don’t trip as much)

**Mule Fact:**



Mules are a hybrid animal. Their mother is a horse and their father is a donkey.

**Mule Fact:**



C&O Canal mules walked along the towpath at 4 miles per hour.

## Appendix B: Post Visit STEM Lesson and Activities

(Includes: STEM Lesson, 3-D Modeling Activity, Opinion Writing Piece and Hybrid Flipbook)



# STEM Centric Planning Guide



<b>Title:</b> Hybrid Animals	<b>Teacher:</b> Cassie Mallow and National Park Service Rangers
<b>Overview:</b> Use this lesson as a post-C&O Canal field trip visit or as a stand-alone classroom activity. There are three activities: 3-D modeling (students will create a hybrid animal using their design activity sheet from their park visit and play dough), opinion writing (students write opinion piece explaining the design of their animal hybrid), and flipbook (students create a flip book of hybrid animals that they design).	<b>Grade:</b> 1st
<b>STEM Standards of Practices:</b> Engage in <u>meaningful, purposeful and relevant</u> STEM activities using the Stem Standards of Practice Frameworks; student skills and knowledge indicators, instructional examples, resources and glossary.	
<p><i>STEM proficient students will be able to apply all seven Standards of Practice when demonstrating how to answer complex questions, to investigate global issues, and to develop solutions for challenges and real world problems.</i></p>	
<div data-bbox="175 846 781 1251" data-label="Diagram"> <p style="text-align: center;"><b>STEM Standards of Practice</b></p> <ul style="list-style-type: none"> <li>■ STEM Content</li> <li>■ Integrate STEM</li> <li>■ Communicate STEM</li> <li>■ Inquiry STEM</li> <li>■ Logical Reasoning STEM</li> <li>■ Collaboration STEM</li> <li>■ Technology STEM</li> </ul> </div>	<p><b>Real World Problem:</b></p> <p><b>A hybrid animal is one that is an offspring of two animals or plants of different races, breeds, varieties, species, or genera. Mules are a hybrid animal, bred to have special qualities that benefit man. That makes them uniquely qualified to do their job of pulling canal boats. They are stronger than horses, live longer, are less prone to illness and injury, and more sure-footed. The students will use design hybrid animals and describe their unique features.</b></p>
<p><b>Product/Prototype/Model</b></p> <p><b>Students will design a hybrid animal in 3-D, write an opinion piece about their design, and make a flip book showing several hybrid animals.</b></p>	



# STEM Centric Planning Guide



Science	Technology	Engineering Design Process	CCSS Mathematics/Practices	CCSS ELA	Social Studies	Fine Arts
<b>Transdisciplinary Connections:</b>				<b>Enduring Understanding:</b>		
<b>Connection to STEM Careers:</b>				<b>Essential Questions:</b>		

Lesson Procedures: 5E Components	Suggested Activities	STEM Standards of Practice
<p>* The 5E model is cyclical, not linear and components may be repeated or revisited over the course of the lesson. A 5 E model lesson may last longer than 1 period or block of time.</p> <p>* Evaluation of student’s learning occurs throughout the 5 E model. Evaluations may include student self-evaluation, peer group evaluation, and/or teacher monitoring student’s progress.</p>		
<p><b>Engagements (Repeated process)</b>            Did you design an activity that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> captures students’ attention?</li> <li><input type="checkbox"/> activates students’ prior knowledge?</li> <li><input type="checkbox"/> connects to a complex question, global issue, or real world problem?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> STEM Content</li> <li><input type="checkbox"/> Integrate STEM</li> <li><input type="checkbox"/> Communicate STEM</li> <li><input type="checkbox"/> Inquiry STEM</li> <li><input type="checkbox"/> Logical Reasoning STEM</li> <li><input type="checkbox"/> Collaboration STEM</li> <li><input type="checkbox"/> Technology STEM</li> </ul>
<p><b>Explorations</b>            Did you design an activity that allows students to...?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyze the science, technology, engineering, mathematics, and other disciplines as appropriate in a complex question, global issue, or real world problem?</li> <li><input type="checkbox"/> apply the engineering design process, scientific investigation, and/or mathematical practices?</li> <li><input type="checkbox"/> select and employ technological tools that are relevant to answering a complex question, investigating a global issue, or developing solutions to a real world problem?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> STEM Content</li> <li><input type="checkbox"/> Integrate STEM</li> <li><input type="checkbox"/> Communicate STEM</li> <li><input type="checkbox"/> Inquiry STEM</li> <li><input type="checkbox"/> Logical Reasoning STEM</li> <li><input type="checkbox"/> Collaboration STEM</li> <li><input type="checkbox"/> Technology STEM</li> </ul>



# STEM Centric Planning Guide



<p><b>Lesson Procedures: 5E Components</b></p> <p>* The 5E model is cyclical, not linear and components may be repeated or revisited over the course of the lesson. A 5 E model lesson may last longer than 1 period or block of time.</p> <p>* Evaluation of student’s learning occurs throughout the 5 E model. Evaluations may include student self-evaluation, peer group evaluation, and/or teacher monitoring student’s progress.</p>	<p><b>Suggested Activities</b></p>	<p><b>STEM Standards of Practice</b></p>
<p><b>Engagements (Repeated process)</b> Did you design an activity that...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> captures students’ attention?</li> <li><input type="checkbox"/> activates students’ prior knowledge?</li> <li><input type="checkbox"/> connects to a complex question, global issue, or real world problem?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> STEM Content</li> <li><input type="checkbox"/> Integrate STEM</li> <li><input type="checkbox"/> Communicate STEM</li> <li><input type="checkbox"/> Inquiry STEM</li> <li><input type="checkbox"/> Logical Reasoning STEM</li> <li><input type="checkbox"/> Collaboration STEM</li> <li><input type="checkbox"/> Technology STEM</li> </ul>
<p><b>Explanations</b> Did you design an activity that allows students to...?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyze information, data and draw conclusions?</li> <li><input type="checkbox"/> communicate understandings and possible solutions?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> STEM Content</li> <li><input type="checkbox"/> Integrate STEM</li> <li><input type="checkbox"/> Communicate STEM</li> <li><input type="checkbox"/> Inquiry STEM</li> <li><input type="checkbox"/> Logical Reasoning STEM</li> <li><input type="checkbox"/> Collaboration STEM</li> <li><input type="checkbox"/> Technology STEM</li> </ul>
<p><b>Extensions / Elaborations</b> Did you design an activity that allows students to...?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> modify experimental procedures, prototypes, models, or solutions?</li> <li><input type="checkbox"/> analyze STEM careers that relate to the learning activity?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> STEM Content</li> <li><input type="checkbox"/> Integrate STEM</li> <li><input type="checkbox"/> Communicate STEM</li> <li><input type="checkbox"/> Inquiry STEM</li> <li><input type="checkbox"/> Logical Reasoning STEM</li> <li><input type="checkbox"/> Collaboration STEM</li> <li><input type="checkbox"/> Technology STEM</li> </ul>
<p><b>Evaluations</b> Did you design an activity that allows students to...?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate understanding of concepts through rubric-based performance assessments?</li> <li><input type="checkbox"/> participate in peer reviews?</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> STEM Content</li> <li><input type="checkbox"/> Integrate STEM</li> <li><input type="checkbox"/> Communicate STEM</li> <li><input type="checkbox"/> Inquiry STEM</li> <li><input type="checkbox"/> Logical Reasoning STEM</li> <li><input type="checkbox"/> Collaboration STEM</li> <li><input type="checkbox"/> Technology STEM</li> </ul>



# C&O Canal 3-D Modeling

## First Grade – STEM Activity

A mule is a hybrid animal. During your field trip, you drew a sketch of a hybrid animal. Now you will use play dough to create your animal. Remember to show two distinct features of the animals you are combining into a hybrid animal.





# C&O Canal Create a Flip Book!

## Directions:

1. Draw four different animals in the boxes below. Draw the head/top of the animal on one side and the tail/bottom of the animal on the other. Try to draw the animals the same size on each page.
2. Cut the boxes out and staple them together at the top.
3. Cut on the dotted line in each box.
4. Flip the pages to create funny, interesting animals.
5. (Page one has been labeled for you – draw your animal over the cutting line and then assemble and cut after all four pages are finished.)

Staple here	Staple here
head	tail

Staple here	Staple here
head	tail

Staple here	Staple here
head	tail

Staple here	Staple here
head	tail

# Appendix C: Transportation Scholarship Application



## **Canal Classrooms Transportation Scholarship Fund**

*This grant is made possible through the park's partners in education, the C&O Canal Association and the C&O Canal Trust, by their generous members and donors. In addition, the National Park Foundation provided funding through the Ticket to Ride Grant Program. If you have questions, please contact [cocanaleducation@nps.gov](mailto:cocanaleducation@nps.gov) or call (301) 714-2213.*

### **Eligibility**

- Public, private, and charter schools.
- Students may be pre-kindergarten through grade 12. University and colleges are not eligible.
- Field trips must take place within the boundary of the C&O Canal National Historical Park and students must participate in curriculum-based (Canal Classrooms) programs or Bridging the Watershed (BTW) programs. Independent Teacher-led field trips are not eligible for funding.
- Schools will be required to complete pre-visit activities and/or post-visit activities to receive funding.
- Schools will be required to send a thank you letter, addressed to partner organizations (more details provided upon confirmation of funding).
- Funding is prioritized for Title I schools.
- Classes are eligible for reimbursement once per school year.

### **Deadlines**

- Requests for reimbursement must be received at least two weeks prior to your field trip date. Confirmation of your application status will be sent via email within one week of submitting the application request.

### **Other information**

- An invoice from the bus company, the district transportation office, the principal's office, or the school board is required as part of the reimbursement request.
- Reimbursement checks will be mailed within 30-days following the field trip and upon receiving the completed reimbursement request and invoice.
- As a condition of funding, park staff and partners may photograph students in the park. Park staff will contact you in advance of the field trip and send a photo release form.

### **Instructions**

1. Complete the reimbursement request form before your field trip.
2. Attach an invoice.
3. Submit the form and invoice via email to [cocanaleducation@nps.gov](mailto:cocanaleducation@nps.gov).
4. We will respond via email confirming or denying the reimbursement request within 5 business days.



**Office Use Only**

Date rec'd: \_\_\_\_\_  
 Reviewed by: \_\_\_\_\_  
 Approved by: \_\_\_\_\_  
 CT  
 CA  
 NPF  
 Check mailed: \_\_\_\_\_

**Transportation Scholarship Application**

Today's date \_\_\_\_\_

School name \_\_\_\_\_

Type  Public school  Private school  Charter school

Title I?  Yes  No

Grade(s) \_\_\_\_\_

e-mail for bus reimbursement \_\_\_\_\_

Sponsoring teachers \_\_\_\_\_

(list all homeroom or subject teachers participating in the field trip)

Program date \_\_\_\_\_

(if the date is dependent on funding or has not been finalized, please provide the anticipated date)

Program location \_\_\_\_\_

(must be in the park)

# of students \_\_\_\_\_

	\$	X	\$	=	
--	----	---	----	---	--

# of buses      X      Cost per bus      =      Amount of reimbursement requested

(Contact your bus company or district transportation coordinator for an invoice. You must attach an invoice to this application.)

Check payable to \_\_\_\_\_

Mail check to \_\_\_\_\_

*For marketing purposes only:*

Has your school received a C&O Canal bus reimbursement in the past year?

Yes  No

How did you hear about this grant?

Previous user     NPS website     Partner website     Ranger  
 Other: