

RAYNHAM HALL MUSEUM FIELD TRIP

Field Trip Proposal and Logistical Plan

Purpose of the Visit

The visit gives Grade 4 students the opportunity to investigate the American Revolution through a local historic site. Students examine rooms and primary sources connected to the Townsend family, enslaved people, British soldiers, Robert Townsend, and Liss in order to answer the compelling question using evidence.

Destination

Location	Raynham Hall Museum, 30 W. Main Street, Oyster Bay, NY 11771
Date	Wednesday, September 16, 2026
Students	18
Chaperones	4 chaperones, approximately one adult for every 4-5 students

Suggested Schedule

Time	Activity
9:45 a.m.	Depart school by bus.
10:00 a.m.	Arrive at Raynham Hall Museum.
10:30-11:30 a.m.	Explore the Visitors' Center, Culper Spy Ring display, dioramas, augmented reality experience, and Robert Townsend letter. Begin Source 3.
11:30 a.m.-1:00 p.m.	Participate in a 90-minute guided tour of the historic house. Complete Sources 1 and 2.
1:00-1:30 p.m.	Debrief in the museum garden. Share one observation, one question, and one connection to the compelling question.
1:40 p.m.	Board bus.
2:00 p.m.	Return to school.

Cost

- Admission per student: \$8.00
- Teachers and chaperones: no admission charge
- Estimated total for 18 students: \$144.00
- School funds will be provided for tickets where needed.

On-Site Resources

- Visitors' Center
- Culper Spy Ring display
- Hand-painted historical dioramas of the estate during occupation
- Augmented reality experience
- Reproductions of letters and documents connected to the Townsend family, British occupation, slavery, and espionage
- Museum garden for completing investigation sheets and holding a closing discussion

Supervision and Access Plan

- Students remain in small chaperone groups throughout the visit.
- Key vocabulary is introduced before the visit and remains available as a reference.
- Students may use sentence starters or share responses orally with a teacher or chaperone.
- Teachers provide enlarged source images or additional reading support when needed.
- School funds support students who need assistance with admission.

Classroom Follow-Up

After the field trip, students use their Primary Source Investigation Sheets to compare how British occupation affected the Townsend family, enslaved people in the household, British soldiers, Robert Townsend, and Liss. They write a short evidence-based response from one person's or group's perspective.