

Bring your students to stay at **National 4-H Youth Conference Center**



And see how a *Wonders of Washington Itinerary*

Can align with **Connecticut State Education Standards**

***By the end of Grade Five, students should be able to:***

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Explain how specific individuals and their ideas and beliefs influenced U.S. history (e.g. John Smith, Anne Hutchison, Uncas, Benjamin Franklin).</i>	Throughout commentary, students will hear about individuals such as George Washington, Benjamin Franklin, Thomas Jefferson, and Abraham Lincoln. Program Assistants will talk about events these individuals were involved in and the decisions they made that influenced history.
<i>Explain the significance of the results achieved at the Constitutional Convention.</i>	When students go to the National Archives, they are able to see the Charters of Freedom and see displays on the factors that influenced these documents.
<i>Describe our national government's purpose, structure and functions. Analyze how local, state and national governments share power in the United States. Explain the process through which citizens can influence lawmaking in the US.</i>	Our Action on the Hill workshop covers the 3 branches of government and the checks and balances system. During this workshop students go through the process of writing a bill. A visit to Capitol Hill shows students how states can influence the government through representation. Program Assistants facilitate conversation about how these procedures are similar to what the students have in their own communities.
<i>Demonstrate one's rights and responsibilities as a citizen (e.g. voting, paying taxes, obeying laws).</i>	The Citizenship in Action workshop covers what it means to be a good citizen; this includes voting and community involvement.
<i>Demonstrate examples of disagreements between government and citizens regarding taxation.</i>	Program Assistants cover the meaning on "Taxation Without Representation," relevant to both colonists and present-day citizens.

***By the end of Grade Eight, students should be able to:***

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Evaluate the influences that contributed to American social reform movements.</i>	Throughout their visit to D.C. students are exposed to important pieces of the civil rights movement, including the Greensboro Lunch Counter at the American History Museum, the place where Martin Luther King, Jr. stood while giving his "I Have a Dream" speech at the Lincoln Memorial, and the Martin Luther King, Jr. Memorial. PAs speak to many individuals throughout the city at different sites who had key roles in the civil rights movement and helped ignite social reform through American history.
<i>Explain how the arts, architecture, music and literature of the United States both influence and reflect its history and cultural heterogeneity.</i>	Students will see the relevance of art and architecture throughout the city, and hear Program Assistants explain the symbolism and relevance to history. As students participate in the Nightview tour they will be exposed to the more modern reflection of art at the memorials.
<i>Analyze how specific individuals and their ideas and beliefs influenced U.S. history.</i>	Our Nightview tour includes viewing the Washington Monument, Abraham Lincoln Memorial, and Thomas Jefferson Memorial. The commentary explains the influences of our founding fathers on a new nation, as well as the influences of Presidents and other leaders since then. Other memorials with specific commentary on an individual's contributions to history include the FDR Memorial and Martin Luther King Jr. Memorial.
<i>Evaluate the impact of the compromises made at the Constitutional Convention.</i>	At the National Archives students view the Charters of Freedom, and Program Assistants facilitate discussions about these documents and will fill in relevant information so students will be mindful of the debates our founding fathers had and how they came together to compromise for the betterment of the country.

<i>Differentiate the functions (including checks and balances) of the United States' three branches of government, using contemporary examples.</i>	During the Action on the Hill workshop, students will learn about the three branches of government and work through the process of creating a bill. Groups can also arrange visits to the Supreme Court and Capitol.
<i>Assess the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights.</i>	A visit to the Supreme Court will educate students on the impact of the Judicial Branch, throughout history and today. During the Action on the Hill workshop students discuss the difference in roles between the three branches of government.
<i>Analyze U.S. citizens' rights and responsibilities under the Constitution.</i>	Citizenship Toolbox is a workshop that provides an understanding of what citizenship means through an interactive study. Students will discuss their own definitions of citizenship and work in groups to form examples of the definitions.
<i>Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain).</i>	The Newseum is an optional stop which covers our first amendment right and how it affects society today. Other rights and the conflicts they have presented are covered throughout commentary.

***By the end of High School, students should be able to:***

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Analyze the evolution of citizen's rights (e.g. Palmer raids, struggle for civil rights, women's rights movements, Patriot Act).</i>	Students are exposed to the actions of individuals who helped in the evolution of rights such as Martin Luther King Jr., Abraham Lincoln, and Eleanor Roosevelt. During commentary Program Assistants bring up various historic events related to the evolution of rights.
<i>Evaluate the changing role of US participation and influence in world affairs (e.g. trade, UN, NATO, globalization).</i>	Throughout WOW commentary, Program Assistants will talk about organizations such as the UN and Organization of American States. On a trip into the District, students are able to see Embassy Row. PA's will facilitate discussion of the relevance of embassies and our relations with other countries.
<i>Evaluate the role and impact that significant individuals have had on historical events (e.g. Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Malcolm X, Ronald Reagan).</i>	Throughout commentary, students will here examples of individuals who made an impact on historical events. Eleanor Roosevelt's roles are discussed at the FDR Memorial. Students can also go to the Martin Luther King Jr. Memorial where they will learn about his role in the Civil Rights Movement.
<i>Evaluate the role and impact of the significant individuals or groups on historical events, including those that expand or limit citizens rights in the US and other nations (e.g. Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela, Arafat, Gorbachev, Osama bin Laden, Martin Luther King Jr., Gandhi).</i>	At the Holocaust museum, students will see many examples of how Hitler and the Nazi's impacted history. Here, there are also exhibits focused on modern day oppressions. The Martin Luther King Jr. Memorial shows an individual who worked to expand rights. Many groups will pass by the Gandhi Memorial and Program Assistants will facilitate discussion of all of these locations.
<i>Explain how the Constitution limits the powers of government and protects the accused.</i>	During the Action on the Hill workshop, students discuss the roles of the three branches of government and how they are limited by checks and balances. Also, viewing the Constitution and Bill of Rights at the National Archives shows the students the relevance of these documents in history.
<i>Analyze the role of technology, media and advertising in influencing voting and law making.</i>	An optional stop is the Newseum, where students learn about our first amendment right to free speech and how it affects the world we live in. Here there is an exhibit specifically about the steps it takes to become president, including how media and advertising can be an advantage or disadvantage in earning votes.
<i>Assess the role of lobbying and citizen petitioning in shaping legislation.</i>	The Action on the Hill workshop goes through the process of making a bill, starting with regular citizens working together to create an idea for a bill. This workshop also addresses the roles and responsibilities of congressmen, who could be effected by lobbying.

State standards as stated by the following website:

[http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/socialstudies/CT\\_Social\\_Studies\\_Curriculum\\_Framework\\_2011.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/socialstudies/CT_Social_Studies_Curriculum_Framework_2011.pdf)

1-800-FOUR-H-DC – [www.WOWWashington.org](http://www.WOWWashington.org) – [www.4HCenter.org](http://www.4HCenter.org)

