

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



And see how a *Wonders of Washington Itinerary*

Can align with **Georgia State Education Standards**

### **Grade Seven: Government and Civics**

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Describe the ways government systems distribute power: unitary, confederation, and federal. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.</i>	Our Action on the Hill workshop discusses the roles of American Government and how it relates to the people. Students explain the roles of each branch of government and how they are limited by checks and balances.

### **Grade Eight: Georgia History**

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles led to a need for a revision.</i>	Before entering the National Archives, it is essential for Program Assistants to prepare the students for what documents they will be viewing. PAs describe the documents and emphasize that one of the best ways to learn is to actually experience the lesson – viewing the original documents is an example of this.
<i>Explain the importance of key issues and events that led to the Civil War.</i>	Program Assistants discuss the Civil War at several locations. There are many points throughout the city where commentary includes the roles of important figures in the war. These places include Lincoln Memorial and Arlington National Cemetery in particular, where leaders of the Civil War are discussed.
<i>Explain economic factors that resulted in the Great Depression.</i>	The stock market crash is specifically mentioned in the first chamber of the FDR Memorial, but also throughout the memorial as students move to the second chamber and discuss the effects of the crash. Students also discuss the New Deal plan developed by Roosevelt, and how programs introduced through the New Deal helped begin to pull America out of the Depression.
<i>Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.</i>	At the Franklin Delano Roosevelt students see several different symbols of the New Deal and the different programs it created. Program Assistants facilitate conversation about how these steps affected our desperate nation.

### **High School US History**

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and Montesquieu, and the role of Thomas Jefferson.</i>	Program Assistants address Thomas Jefferson's role in the writing of the Declaration of Independence at the Jefferson Memorial. Students have the opportunity to view the Declaration of Independence and other important documents at the National Archives.
<i>Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.</i>	During Embassy Row commentary, Program Assistants discuss Benjamin Franklin as the first diplomat. Lafayette is discussed at both Arlington Cemetery and during the Nightview commentary as students pass by Lafayette square.
<i>Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.</i>	Mount Vernon has many different films and exhibits dedicated to George Washington's military roles. Program Assistants facilitate conversations about his significance in these roles and how many of his decisions are reflected in today's world.

<i>Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.</i>	Students see both the second inaugural address and Gettysburg speech at the Lincoln Memorial. Program Assistants encourage students to read engravings at the memorials and discuss symbolism in the memorial that represents his care for the Union, including architecture of the building as well as what is represented in the nineteen foot statue of Lincoln.
<i>Describe the causes, including overproduction, under consumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.</i>	The cause and effect aspect of the Great Depression is reflected at the Franklin Delano Roosevelt Memorial. His presidency started during the Depression and Program Assistants address the issues he was dealing with and the hope he gave the American people with the steps of the New Deal.
<i>Explain the impact of the drought in the creation of the Dust Bowl. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.</i>	The Franklin Delano Roosevelt Memorial has several symbols to represent the despair, hunger, and hope that were a part of how America was dealing with the Dust Bowl and Depression. Students have the opportunity to see images of the impact of the Dust Bowl and Depression specifically in the second chamber.
<i>Explain the passage of the Social Security Act as a part of the second New Deal.</i>	Program Assistants point out several points of the New Deal, and their relevance at the Franklin Delano Roosevelt Memorial.
<i>Identify Eleanor Roosevelt as a symbol of social progress and women's activism.</i>	At the Franklin Delano Roosevelt Memorial, Program Assistants discuss our "Flying First Lady" and her role in civil rights.
<i>Describe the significance of Martin Luther King, Jr.'s Letter from a Birmingham Jail and his I have a dream speech. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</i>	Martin Luther King Jr. is mentioned several times; at the National Cathedral where he gave his last sermon, the Lincoln Memorial where he gave his I Have a Dream speech, and at the Martin Luther King Jr. Memorial. Program Assistants discuss the importance of his role in the Civil Rights Movement at these places as well as throughout the city.

## ***High School American Government and Civics***

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Describe the structure and powers of the legislative, executive, and judicial branches.</i>	Our Action on the Hill workshop discusses the three branches of government. Students go through the process of writing a bill and presenting it to a legislative branch of their peers. A part of the discussion is the how the branches work with the law in very different ways.
<i>Explain the steps in the legislative process. Explain the function of various leadership positions within the legislature.</i>	A visit to Capitol Hill shows students where the legislative branch comes to work. Groups have the opportunity to arrange appointments with congressmen and possibly gain access to see the Senate or House chambers. The WOW Action on the Hill workshop also allows students to explore the legislative process and who is the leadership throughout this process.
<i>Explain the functions of the Cabinet.</i>	Throughout commentary Program Assistants discuss different roles and locations of various cabinet members and their departments. The Cabinet is also discussed as part of the executive branch during our Action on the Hill workshop.
<i>Explain the written qualifications for President of the United States. Describe unwritten qualifications common to past presidents.</i>	Throughout the WOW experience, Program Assistants talk about the requirements to be elected to a federal government position. Other discussion points are brought up at the FDR Memorial. He served as president for 12 years, and Program Assistants facilitate a discussion at the memorial about how term limits have changed.
<i>Analyze the relationship between the three branches in a system of checks and balances and separation of powers.</i>	The Action on the Hill workshop has students work together to define the roles of the three branches of government and how they are limited by a system of checks and balances.



State standards as stated by the following website:  
<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies6-8.aspx>  
<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies9-12.aspx>  
 1-800-FOUR-H-DC – [www.WOWWashington.org](http://www.WOWWashington.org) – [www.4HCenter.org](http://www.4HCenter.org)

