

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



And see how a *Wonders of Washington Itinerary*

Can align with **INDIANA** State Education Standards

### ***Eighth Grade Social Studies***

<b>Learning Objective</b>	<b>WOW efforts to reach objective</b>
<i>Explain the struggle of the British, French, Spanish and Dutch to gain control of North America during settlement and colonization.</i>	The struggle to gain control of North America is referenced at Mount Vernon in the difficulties our forefathers had in separating themselves from European countries. Throughout the trip during commentary there are references to the Revolutionary War and the individuals who contributed to the war, many of them represented in memorials visited. When visiting the Library of Congress students can examine maps comparing two cultures and the changes caused by the meeting of two worlds.
<i>Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775-1783), including enactment of the Articles of Confederation and the Treaty of Paris.</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. Commentary throughout the trip refers to the Revolutionary War, major events of the war and individuals who contributed to the war.
<i>Describe the influence of important individuals on social and political developments of the time such as the Independence movement and the framing of the Constitution.</i>	Our commentary includes an extensive explanation of Thomas Jefferson’s Memorial and how it reflects his leadership and personality, but we also recognize him for his contribution to the Library of Congress. Additionally, John Adams is mentioned for his involvement on the committee to write the Declaration of Independence. George Washington’s leadership is described in detail multiple times throughout the trip in D.C. history, D.C. symbols, the Washington Monument and at Mount Vernon.
<i>Identify and explain the relationship between rights and responsibilities of citizenship in the United States.</i>	Our Citizenship Toolbox workshop engages the students in an interactive study of what citizenship means and how the students can implement that role in their daily lives. We also offer an Action on the Hill workshop which describes how the three branches of government act as a checks and balances system, as well as how a bill is passed.
<i>Explain how and why legislative, executive and judicial powers are distributed, shared and limited in the constitutional government of the United States.</i>	During our Action on the Hill workshop students have the opportunity to explore the what, who and why of the three government branches. They also write their own bill and attempt to have it passed by their classmates. When visiting Capitol Hill, the White House and the Supreme Court students also are allowed the chance to discuss how powers are shared and limited across the three branches of government with our PAs.
<i>Using maps to identify changes influenced by growth, economic development and human migration in the eighteenth and nineteenth centuries.</i>	In visiting the American History Museum students have the opportunity to explore exhibits focusing on economic development and human migration on the eighteenth and nineteenth centuries, including power machinery and communities in a changing nation. Artifacts students may see are several models of steam engines, a time clock from the 1890s, and a model of a cotton gin.
<i>Analyze contributions of entrepreneurs and inventors in the development of the United States economy.</i>	In our Nightview commentary, we elaborate on the history and development of Washington, D.C. and the leaders who contributed to the formation of our country. These individuals include entrepreneurs and investors such as Andrew Banneker, George Washington, Thomas Jefferson and Benjamin Franklin. Students also have the opportunity to

investigate other entrepreneurs and their contributions to the United States through exhibits at the American History Museum.

## United States Government

Learning Objective	WOW efforts to reach objective
<i>Read key documents from the Founding Era and explain major ideas about government, individual rights and the general welfare embedded in these documents.</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>Identify the contributions to American culture made by individuals and groups.</i>	Describing the actions carried out by individuals such as George Washington, Thomas Jefferson, and Abraham Lincoln and other national leaders throughout history allows students to analyze those contributions and the effects on America. Students are also exposed to contributions by groups such as journalists as portrayed at the Newseum, and in the American Stories exhibit at the American History Museum.
<i>Describe the stock market crash of 1929 and the impact it had on politics, economics and America's standard of living.</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>Describe Hitler's "final solution" policy and identify the Allied responses to the Holocaust.</i>	At the Holocaust Museum's main exhibit students are exposed to a timeline of what brought on the Holocaust, and how Hitler decided upon his "final solution." Allied responses are represented throughout the exhibit, but also in the media sections, where newspapers from across the U.S. are displayed and radio and T.V. segments can be listened to. Students also have the option of walking through the Daniel's Story exhibit, allowing them to see how children of the Holocaust were affected.
<i>Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement.</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>Describe United States' involvement in Vietnam and reactions by Americans to this involvement.</i>	When students visit the Vietnam Memorial during the Nightview tour they learn of the impact the Vietnam war had on Americans. They also are exposed directly to the 58,000 names of soldiers who died or were MIA or POW in order to fight for the continued freedom of Americans.
<i>Analyze the impact of globalization on U.S. economic, political and foreign policy.</i>	The Nightview of D.C. exemplifies U.S. involvement with other countries militaristically and through government affairs. Embassy Row commentary is also a great opportunity to teach students about global relationships as they discuss what an embassy is, who lives and works there, and what kind of work happens in an embassy with the PA.



State standards as stated by the following website:

<https://learningconnection.doe.in.gov/Standards/Standards.aspx?st=&sub=9&gl=17&c=0&stid=0>

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

