

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



And see how a *Wonders of Washington Itinerary*



Can align with **NEW YORK** State Education Standards

## *Intermediate Levels*

Learning Objective	WOW efforts to reach objective
<i>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</i>	In our Nightview commentary, we elaborate on the history/development of Washington D.C. and the leaders who contributed to the formation of our country.
<i>Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.</i>	During the Nightview commentary, the geographic design of Washington D.C. is explained and referenced throughout the trip to make the students aware of their relative locations while they tour the area. By traveling on Embassy Row, students pass several international embassies, allowing them to think about how the US interacts with other countries.
<i>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.</i>	The Citizenship toolbox workshop provides a strong understanding of citizenship and staying active in the community. Action on the Hill explains the three branches of government and the passing of a bill. History Bowl tests the knowledge of the participants on various people, places, or things that are related to government, D.C. history, etc. We give background information about the importance of the Charters of Freedom when visiting the National Archives and viewing the Bill of Rights, the Constitution, and the Declaration of Independence. Visits to Capitol Hill show democracy in action.
<i>Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.</i>	One of the key themes of the WOW program tour of the city is the idea that nothing is more important than our freedom. We explain the quotes on various memorials and also the statue height limit law by referring to the importance of freedom in our country.
<i>Interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.</i>	When groups visit the National Archives, the PAs test the students on what they know about the Charters of Freedom and go over what the students have not been educated on so that they will be mindful of the meaning and importance of each document when they view it.
<i>Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.</i>	At various sites, including the FDR memorial, the Vietnam Wall, and the Holocaust Museum, the Program Assistants give students enough information about each site so that he or she will be able to form an individual opinion. We mention the controversy and relate it to the experiences that people in the past have had, connecting it with current times.
<i>Describe historic events through the eyes and experiences of those who were there.</i>	When describing the Korean War Memorial, the commentary speaks to the reality of the war and how the memorial is designed to be a place where people can understand what it was like to fight in the war. If groups decide to go through Daniel's Story in the Holocaust Museum, we mention that this exhibit is supposed to create a real connection between the visitor and children of the Holocaust.

<i>View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.</i>	When visiting the Smithsonian Institution, students are given the history of how these museums came about and why they are all free. We encourage students to learn as much as they can because these museums were made for the purpose of educating people in a fun and interactive way. Visiting the Holocaust Museum uses first hand stories to tell the story of World War II.
<i>Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.</i>	The value of freedom is reiterated throughout the program and students are challenged to make connections between freedoms and rights as citizens.
<i>Know what the United States Constitution is and why it is important.</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 excellent example of this.
<i>Explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed the United States and New York State over time.</i>	In the Citizenship Toolbox workshop, students have the opportunity to explore various sides of the meaning behind citizenship. They are given a chance to create their own definition based on what they already know and are given information on different meanings of the word as well. They are then expected to work together in activities based on the definitions they have created.

State standards as stated by the following website:

<http://www.p12.nysed.gov/ciai/socst/socstand/home.html>



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

