

Correlation of

**Project Learning Tree
Environmental Education
Pre K-8 Activity Guide**

to

**California
History/Social Science
Content Standards**

Introduction

The purpose of this document is to provide California educators who use Project Learning Tree materials with an easy reference guide as to how PLT's activities correlate to the California History/Social Science Content Standards for grades K through 8. As part of the national movement to reform education, the California State Board of Education has adopted criteria to measure the skills, knowledge and ability that all students should be able to master within history, social science and geography.

Project Learning Tree is an interdisciplinary environmental education program.

PLT activities supplement curriculum and can be used to organize instructional units in a variety of subjects. As this correlation will demonstrate, educators can use PLT activities to teach historical and social science concepts as well as for assessing student's understanding of concepts. It is the goal of this document to help teachers provide students with lessons that reinforce critical and creative thinking while also covering the required topics.

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A copy of the History/Social Science Content Standards for Grades K-12 can be obtained at:
<http://www.cde.ca.gov/board/board.html>

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KINDERGARTEN LEARNING AND WORKING NOW AND LONG AGO

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:

1. examples of rules, such as sharing and taking turns, and the consequences of breaking them

Project Learning Tree Activity Guide

Tale of the Sun (18)

Earth Manners (87)

2. examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories and in folklore

Project Learning Tree Activity Guide

Tale of the Sun (18)

3. the beliefs and related behavior of characters in stories from times past, and the consequences of their actions

Project Learning Tree Activity Guide

Tale of the Sun (18)

Earth Manners (87)

K.3 Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community and historical accounts.

Project Learning Tree Activity Guide

People, Places, Things (74)

K.4 Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

1. determining the relative location of objects using near/far, left/right, behind/in front

Project Learning Tree Activity Guide

Sounds Around (4)

Adopt a Tree (21)

3. identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)

Project Learning Tree Activity Guide

People, Places, Things (74)

4. constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines

Project Learning Tree Activity Guide

People, Places, Things (74)

5. demonstrating familiarity with the school's layout, environs and the jobs people do there

Project Learning Tree Activity Guide

People, Places, Things (74)

K.6 Students understand that history relates to events, people, and places of other times, in terms of:

3. the different ways people lived in earlier days and how their lives would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organizations, rules and laws)

Project Learning Tree Activity Guide

Did You Notice? (95)

GRADE 1

A CHILD'S PLACE IN TIME AND SPACE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship, in terms of:

1. the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community

Project Learning Tree Activity Guide

Earth Manners (87)

2. the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule"

Project Learning Tree Activity Guide

Pollution Search (36)

Earth Manners (87)

1.2 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:

3. constructing a simple map, using cardinal directions and map symbols

Project Learning Tree Activity Guide

Adopt a Tree (21)

Three Cheers for Trees (30)

People, Places, Things (74)

4. describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation

Project Learning Tree Activity Guide

Environmental Exchange Box (20)

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. the structure of schools and communities in the past

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Did You Notice? (95)

2. transportation methods of earlier days

Project Learning Tree Activity Guide

Did You Notice? (95)

3. similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore

Project Learning Tree Activity Guide

Did You Notice? (95)

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents, in terms of:

1. the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population

Project Learning Tree Activity Guide

People, Places, Things (74)

3. comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore

Project Learning Tree Activity Guide

Tale of the Sun (18)

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:

2. the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home

Project Learning Tree Activity Guide

People, Places, Things (74)

GRADE 2 PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

2.1 Students differentiate between those things that happened long ago and yesterday by:

1. tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents

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Did You Notice? (95)

2. comparing and contrasting their daily lives with those of parents and grandparents

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Did You Notice? (95)

3. placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board)

Project Learning Tree Activity Guide

Tree Cookies (76)

Did You Notice? (95)

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:

1. locating on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school)

Project Learning Tree Activity Guide

Adopt a Tree (21)

2.4 Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:

2. the role and interdependence of buyers (consumers) and sellers (producers) of goods and services

Project Learning Tree Activity Guide

Trees for Many Reasons (89)

3. how limits on resources require people to choose what to produce and what to consume

Project Learning Tree Activity Guide

A Forest of Many Uses (32)

Trees for Many Reasons (89)

GRADE 3 CONTINUITY AND CHANGE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments in a spatial context by:

1. identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes)

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Environmental Exchange Box (20)

I'd Like to Visit a Place Where ... (54)

2. tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline)

Project Learning Tree Activity Guide

Who Works in this Forest? (34)

Then and Now (40)

I'd Like to Visit a Place Where ... (54)

People, Places, Things (74)

Tree Cookies (76)

Did You Notice? (95)

3.2 Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:

1. the national identities, religious beliefs, customs, and various folklore traditions

Project Learning Tree Activity Guide

Did You Notice? (95)

2. how physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)

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Did You Notice? (95)

3. the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments

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Did You Notice? (95)

4. the interaction of new settlers with the already established Indians of the region

Project Learning Tree Activity Guide

Did You Notice? (95)

- 3.3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions

Project Learning Tree Activity Guide

Tree Cookies (76)

Did You Notice? (95)

2. the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship

Project Learning Tree Activity Guide

Did You Notice? (95)

3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

Project Learning Tree Activity Guide

Did You Notice? (95)

- 3.4 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:

1. why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws

Project Learning Tree Activity Guide

There Ought to be a Law (58)

Earth Manners (87)

2. the importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life

Project Learning Tree Activity Guide

Pollution Search (36)
There Ought to be a Law (58)
Earth Manners (87)

4. the three branches of government (with an emphasis on local government)

Project Learning Tree Activity Guide

There Ought to be a Law (58)

- 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:

1. how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present

Project Learning Tree Activity Guide

Tree Treasures (12)
Environmental Exchange Box (20)
A Forest of Many Uses (32)
Then and Now (40)

2. how some things are made locally, some elsewhere in the U.S., and some abroad

Project Learning Tree Activity Guide

Tree Treasures (12)
Pass the Plants, Please (16)
Environmental Exchange Box (20)
A Forest of Many Uses (32)

3. how individual economic choices involve tradeoffs and the evaluation of benefits and costs

Project Learning Tree Activity Guide

A Forest of Many Uses (32)
Trees for Many Reasons (89)

GRADE 4 CALIFORNIA: A CHANGING STATE

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California by:

5. using maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation

Project Learning Tree Activity Guide

On the Move (53)

4.2 Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods, in terms of:

1. the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources

Project Learning Tree Activity Guide

Tepee Talk (75)

The Native Way (90)

Did You Notice? (95)

5. the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos

Project Learning Tree Activity Guide

Did You Notice? (95)

6. the role of the Franciscans in the change of California from a hunter-gatherer economy to an agricultural economy

Project Learning Tree Activity Guide

Did You Notice? (95)

Grade Four

4.3 Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood, in terms of:

2. comparisons of how and why people traveled to California and the routes they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo)

Project Learning Tree Activity Guide

Did You Notice? (95)

3. the effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst)

Project Learning Tree Activity Guide

Did You Notice? (95)

4.4 Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of:

1. the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad, including the contributions of the Chinese workers to its construction

Project Learning Tree Activity Guide

Did You Notice? (95)

2. how the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people

Project Learning Tree Activity Guide

Did You Notice? (95)

3. rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)

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Did You Notice? (95)

4. the effects of the Great Depression, the Dust Bowl and World War II on California

Project Learning Tree Activity Guide

Did You Notice? (95)

5. the development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin

Project Learning Tree Activity Guide

Did You Notice? (95)

6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs

Project Learning Tree Activity Guide

Did You Notice? (95)

8. the impact of Environmental Exchange Box (20)th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)

Project Learning Tree Activity Guide

In the Good Old Days (91)

- 4.5 Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution, in terms of:

1. what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments)

Project Learning Tree Activity Guide

There Ought to be a Law (58)

4. the structure and function of state governments, including the roles and responsibilities of their elected officials

Project Learning Tree Activity Guide

There Ought to be a Law (58)

5. the components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts)

Project Learning Tree Activity Guide

There Ought to be a Law (58)

GRADE 5
UNITED STATES HISTORY AND GEOGRAPHY:
MAKING A NEW NATION

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River, in terms of:

1. how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools and utensils were obtained

Project Learning Tree Activity Guide

People of the Forest (17)
A Look at Lifestyles (92)
Did You Notice? (95)

2. the varied customs and folklore traditions

Project Learning Tree Activity Guide

People of the Forest (17)
A Look at Lifestyles (92)
Did You Notice? (95)

3. the varied economies and systems of government

Project Learning Tree Activity Guide

People of the Forest (17)
Did You Notice? (95)

5.3 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:

2. the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., agriculture, the fur trade, military alliances, treaties, cultural interchanges)

Project Learning Tree Activity Guide

A Look at Lifestyles (92)

- 5.7 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic, in terms of:

3. the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty

Project Learning Tree Activity Guide

We Can Work It Out (56)

- 5.8 Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:

Project Learning Tree Activity Guide

Tree Cookies (76)

Note: particular topics selected by students during this activity will determine which of the following standards are achieved

1. the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)
2. the states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)
3. the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis & Clark, Zebulon Pike, John Fremont)
4. experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)

Project Learning Tree Activity Guide

Did You Notice? (95)

5. the continued migration of Mexican settlers into Mexican territories of the West and Southwest

Project Learning Tree Activity Guide

Did You Notice? (95)

6. how and when California, Texas, Oregon and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War

Project Learning Tree Activity Guide

Did You Notice? (95)

GRADE 6

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:

1. the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire

Project Learning Tree Activity Guide

People of the Forest (17)

2. the location of human communities that populated the major regions of the world and how humans adapted to a variety of environments

Project Learning Tree Activity Guide

People of the Forest (17)

3. the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter

Project Learning Tree Activity Guide

People of the Forest (17)

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:

1. the location and description of the river systems, and physical settings that supported permanent settlement and early civilizations

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

Grade Six

2. the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

4. the significance of Hammurabi's Code

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

9. the evolution of language and its written forms

Project Learning Tree Activity Guide

Paper Civilizations (93)

- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:

1. the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India, in terms of:

1. the location and description of the river system and physical setting that supported the rise of this civilization

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China, in terms of:

2. the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that country from the rest of the world

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

GRADE 7

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.2 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages, in terms of:

1. the physical features and climate of the Arabian peninsula, its relationship to surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

5. the growth of cities and the trade routes created among Asia, Africa and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society

Project Learning Tree Activity Guide

Paper Civilizations (93)

Where Are the Cedars of Lebanon? (94)

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages in terms of:

5. the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder

Project Learning Tree Activity Guide

Paper Civilizations (93)

7.4 Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana and Mali in Medieval Africa, in terms of:

Grade Seven

1. the Niger River and the vegetation zones of forest, savannah and desert and the relationship of these features to the trade in gold, salt, food, and slaves; the growth of the Ghana and Mali empires

Project Learning Tree Activity Guide

Where Are the Cedars of Lebanon? (94)

GRADE 8

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Students in grade eight study the ideas, issues and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it, in terms of:

6. the basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups)

Project Learning Tree Activity Guide

Energy Sleuths (39)

Watch on Wetlands (71)

7. the function and responsibilities of a free press

Project Learning Tree Activity Guide

Power of Print (59)

Publicize It! (60)

8.4 Students analyze the aspirations and ideals of the people of the new nation, in terms of:

1. its physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents

Project Learning Tree Activity Guide

A Look at Lifestyles (92)

4. the daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper)

Project Learning Tree Activity Guide

A Look at Lifestyles (92)

Did You Notice? (95)

Grade Eight

- 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast, in terms of:

Project Learning Tree Activity Guide

Tree Cookies (76)

Note: achieving the following standards depends on student's choice of topics during the activity

1. the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction)

Project Learning Tree Activity Guide

A Look at Lifestyles (92)

2. the physical obstacles to, and the economic and political factors in (e.g., Henry Clay's American System), building a network of roads, canals and railroads
3. the reasons for the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine)
4. the lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities
5. the development of the American education system from its earliest roots, including the role of religious and private schools, Horace Mann's campaign for free public education, and its assimilating role in American culture
6. the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony)
7. common themes in American art as well as Transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow)

- 8.7 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the South, in terms of:

Project Learning Tree Activity Guide

Tree Cookies (76)

Note: achieving the following standards depends on student's choice of topics during the activity

1. the development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin
2. the origins and development of the institution of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vesey)
3. the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War
4. the lives and opportunities of free-blacks in the North as compared with free-blacks in the South

- 8.8 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the West, in terms of:

Project Learning Tree Activity Guide

Tree Cookies (76)

Note: achieving the following standards depends on student's choice of topics during the activity

1. the election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president (e.g., spoils system, veto of National bank, policy of Indian removal, opposition to Supreme court)
2. the purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., Lewis and Clark expedition, accounts of the removal of Indians and the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades

Project Learning Tree Activity Guide

A Look at Lifestyles (92)

Did You Notice? (95)

3. the role of pioneer women and the new status that western women achieved (e.g., biographies, journals, diaries and other original documents on Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869)

Project Learning Tree Activity Guide

A Look at Lifestyles (92)

Did You Notice? (95)

4. the role of the great rivers and the struggle over water rights

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Did You Notice? (95)

5. Mexican settlements (i.e., their locations, cultural traditions, attitudes toward slavery, land-grant system, the economies they established)
6. the Texas War for Independence and the Mexican-American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican-Americans today)

- 8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War, in terms of:

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Tree Cookies (76)

Note: achieving the following standards depends on student's choice of topics during the activity

1. the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun

Grade Eight

2. the boundaries constituting "the North" and "the South", the geographical differences between the two regions, and the differences between agrarians and industrialists
3. the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine
4. Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence such as his "House Divided" speech (1858), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural addresses (1861 and 1865)
5. the views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments (e.g., biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee)
6. critical developments in the war, including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox
7. how the war affected combatants, with the largest death toll of any war in American history, and the physical devastation, the effect on civilians, and the effect on future warfare

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, in terms of:

1. patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map

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A Look at Lifestyles (92)
Paper Civilizations (93)

5. the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, and the conservation movement)

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In the Good Old Days (91)
A Look at Lifestyles (92)

9. the significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine)

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A Look at Lifestyles (92)

