

Project Learning Tree Alignment with VT's Framework of Standards and Learning Opportunities

Fields of Knowledge-History and Social Sciences Standards -PreK-8

Evaluator: Ginger Anderson, December, 1996

Introduction: Unlike the evaluation of PLT for the Science, Math and Technology Standards, this evaluation does not assign numerical ratings to the topics in this field. The reviewer has not been introduced to a methodology for doing this, and lacks the background in social studies or history to make judgments in this area, particularly in regard to grade level-appropriateness. Instead, the reviewer matched the broad intent of each numbered Framework standard topic with PLT activity numbers which relate to this area. There are 63 PLT activities listed as containing Social Studies content in the PLT Subject Index (p. 392-394). Example titles that seem particularly useful to educators on each Framework topic are featured. There is no judgment made as to completeness of coverage.

Please call the PLT Coordinator at (802) 241-3651 if you have any questions as to how this review was done or for more information about PLT and History and Social Science.

Critical Evaluation

Causes and Effects in Human Societies

6.1 Students examine complex webs of causes and effects in relations to events in order to generalize about the workings of human societies, and they apply their findings to problems. This is evident when students:

- a. Evaluate issues, using at least two categories from these history and social sciences standards;
- b. Identify multiple causes and effects for events under study; and
- c. Analyze specific events, make general observations about behavior in a human community (e.g., classroom, school, town, nation, world) based on these events, and apply those in proposing solutions for a persistent social problem.
- d. Use knowledge of change and continuity in making decisions and taking action on public issues.

Grades 5-8, Evidence Pre- 4 applies, plus—

aa. Evaluate issues, using at least four categories from these history and social sciences standards.

6.1-Critical Evaluation *Activities #40, 76, 86, 90-95*

#93, Paper Civilizations, #40, Then and Now

Uses of Evidence and Data

6.2 Students understand the varied uses of evidence and data, and use both to make interpretations concerning public issues. This is evident when students:

- a. Analyze and evaluate the uses of evidence and data in conflicting interpretations; and
- b. Understand the differences and relationships among generalization, categorization, bias, and stereotyping, and their uses in the presentation and analysis of evidence and data.

Evidence PreK- 4 applies, plus—

- c. Use statistical methodology to describe and interpret a broad range of societal issues (e.g., infant mortality, literacy rates, indicators of quality of life, the effects of government policies on various groups); and
- d. Evaluate a public issue by tracing its origins, gathering and presenting data and other relevant evidence, and justifying the best resolution.

6.2 Uses of Evidence and Data Activities # 19, 33, 35, 37, 40, 55, 56, 69, 88, 90,

#19- Values on the Line, #33-Forest Consequences

Analyzing Knowledge

6.3 Students analyze knowledge as a collection of selected facts and interpretations based on a particular historical or social setting. This is evident when students:

- a. Differentiate among fact, opinion, and interpretation; and
- b. Analyze interpretations of events from the perspectives of various groups, and evaluate the credibility of differing accounts.

6.3 Analyzing Knowledge Grades 5-8, Evidence PreK- 4 applies, plus—

- c. Recognize and evaluate the human tendencies to categorize, romanticize, or vilify individuals and groups through selected facts and interpretations; and
- d. Identify and distinguish among the uses and forms (official and unofficial) of propaganda.

Activities: # 17, 32,-34, 58,-60, 90, 91

#60- The Power of Print, #90- The Native Way

Historical Connections

6.4 Students identify major historical eras and analyze periods of transition in various times in their local community, in Vermont, in the United States, and in various locations world wide, to interpret the influence of the past on the present. This is evident when students:

- a. Demonstrate understanding of different concepts of time, using calendars, interpreting alternate time models (e.g., linear vs. cyclical), various dating systems; and
- b. Investigate the impacts, foreseen and unforeseen, of new knowledge and inventions (e.g., the knowledge of fire, the printing press, the cotton gin) on society as a whole and on various groups.

Grades 5-8, Evidence PreK- 4 applies, plus—

- c. Identify the major historical eras in the location under study, their characteristics, and their influence on the present; and
- d. Analyze the causes and characteristics of periods of transition in the location under study, and their influences on the present.

6.4 Historical Connections Activities: #40, 76, 80, 86, 90-95,
#76- *Tree Cookies*, #91- *In the Good Old Days*

Traditional and Social Histories

6.5 Students investigate both the traditional and the social histories of the people, places, and cultures under study, including those of indigenous peoples. This is evident when students:

- a. Ask and offer conclusions concerning what history reveals about the humanness of both powerful and common people;
- b. Identify important individuals and groups involved in events under study, and analyze their impact;
- c. Describe and interpret events through the perspectives of people (both famous and common) living in the time and place under study;
- d. Demonstrate understanding of the relationships among powerful people, important events, and the lives of common people; and
- e. Identify and analyze the influence of various groups (e.g., ethnic, gender, religious) on major issues and events under study.

Evidence from PreK-4 applies to all.

6.5 Traditional and Social Histories Activities: #17, 19, 37, 40, 49, 55-60, 71, 74, 86, 87, 90-96
#17- *People of the Forest*, #92- *A Look at Lifestyles*

Being an Historian

6.6 Students use historical methodology to make interpretations concerning history, change, and continuity. This is evident when students:

- a. Collect and use primary resources (e.g., letters, diaries, artifacts, artwork, documents) in building original historical interpretations; and
- b. Use oral history methods and data to understand the ways in which people assign meaning to their own historical experiences.

Evidence PreK - 4 applies, plus—

- c. Use statistical methods and data collection to make interpretations, comparisons, and conclusions about scientific, governmental, social, and other changes in society; and
- d. Identify and analyze continuities in the midst of major change.

6.6 Being an Historian Activities: # 19, 35, 40, 86, 91, 95
#35- *Loving It To Much*, #86- *Our Changing World*

Geography

Geographical Knowledge

6.7 Students use geographical knowledge and images of various places to understand the present, communicate historical interpretations, develop solutions for problems, and plan for the future. This is evident when students:

a. Describe the physical and cultural geography and spatial organization of the time and place under study, and explain changes over time;

Demonstrate mental mapping skills (e.g., putting people, places, culture groups, and ecosystems in their proper place; drawing maps from memory); and

c. Use maps, globes, and other geographical images and tools for a variety of purposes, such as acquiring knowledge, making decisions, interpreting information, and analyzing perspectives.

Evidence PreK-4 plus-

d. Identify, research, and interpret how geography influences historical and contemporary events; and

e. Analyze land-use problems and suggest policies or models for the future, taking into account such issues as population growth, development, and environmental impact.

6.7 Geographical Knowledge Activities #6, 7, 17, 20, 26, 29, 49, 82, 88, 94

#7. *Habitat Pen Pals*, #88. *Life on the Edge*

Movements and Settlements

6.8 Students analyze the factors and implications associated with the historical and contemporary movements and settlements of people and groups in various times in their local community, in Vermont, in the United States and in various locations world wide. This is evident when students:

a. Analyze and evaluate the causes, effects, processes, and patterns of human movements, both chosen and forced; and

b. Demonstrate understanding of the processes, effects, and patterns of settlement.

Evidence PreK-4 plus-

c. Use the concept of cultural regions to map such phenomena as artifacts, customs, languages, and to track the movements of people.

6.8 Movements and Settlements #17, 33, 40, 49, 40, 53, 55, 70, 71, 75, 90, 91, 92, 94

#75 Tipi Talk, #92, A Look at Lifestyles

Interrelationships

6.9 Students examine the interrelationships among physical earth processes, ecosystems, and human activities. This is evident when students:

- a. Locate and describe ecosystems in various times in Vermont, the US., and various locations around the world;
- b. Demonstrate how human actions modify the environment and may affect ecosystems;
- c. and Analyze how the physical environment affects human systems.

Evidence PreK-4 applies plus-

- d. Identify, contrast, and compare how the built environment reflects the natural environment, culture, and human needs; and
- e. Examine the interrelationships among earth's ecosystems, how change occurs in these relationships through natural and human activities, and the effects of these changes on human societies.

6.9 Interrelationships

*Activities #21, 22, 29 -40, 45, 48-50, 70, 71, 77, 81, 86-90, 94
#29. Rain Reasons, #81. Living with Fire*

Citizenship

Meaning of Citizenship

6.10 Students examine and debate the meaning of citizenship and act as citizens in a democratic society. This is evident when students

- a. Debate and define the rights, principles, and responsibilities of citizenship.

Evidence PreK- 4 applies, plus—

- b. Analyze and debate the problems of majority rule and the protection of minority rights;
- c. Analyze ways that individuals and institutions have narrowed the gap between the ideal (in national documents and symbols) and the actual in various times in their local communities, in Vermont, in the United States, and in various locations world wide; and
- d. Debate and define issues of justice and equality, including those that sometimes conflict (e.g., unequal treatment to correct past injustices; rules of war).

6.10 Meaning of Citizenship *Activities # 55-60, 90-92*

#55- Planning the Ideal Community, #57- Democracy in Action,

Types of Government

6.11 Students compare and evaluate the philosophical underpinnings and the workings of different types of governments, including constitutional governments, in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

- a. Identify and evaluate the purposes of laws and rules, and the processes for making and changing them; and
- b. Identify, compare, and evaluate the theories and principles of both limited and unlimited governments.

(Evidence PreK 4 applies, plus—)

- c. Identify and evaluate the stated purpose of the government under study, its perspective on individual rights and the common good, its opportunities for citizen participation, and its relations with foreign governments; and
- d. Identify and analyze the relationship between statements of general principles of governing (e.g., the Declaration of Independence), and the means of implementing those principles (e.g., the Constitution).

6.11 Types of Government Activities # 55-58

#57- Democracy in Action, #58- There Ought to Be A Law

Institutional Access

6.12 Students analyze the access that various groups and individuals have had to justice, reward, and power, as those are evident in the institution in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

- a. Examine community (e.g., classroom, school, town, nation) for fair treatment of all, regardless of ethnic class, gender, or religion.

Evidence PreK- 4 applies, plus—

- b. Identify, compare, contrast, and evaluate the political and economic power of various groups; and
- c. Analyze the influence that interest groups and public opinion have had on political, social, and economic life.

6.12 Institutional Access Activities # 37, 40, 49, 55-60, 71, 86, 90-94

#37- Talking Trash, Not, #56- We Can Work It Out

Human Rights

6.13 Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

- a. Identify and compare how various societies have defined human rights; and
- b. Identify and evaluate how actions (e.g., individual, group, national, international) promote or deny human rights.

Evidence PreK- 8 applies., plus

- c. Evaluate the impact of social choices (e.g., efforts to end hunger, finance health care, defend homelands) on human rights.

6.13 Human Rights *(None Found)*

Diversity and Unity

Concepts of Culture

6.14 Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

- a. Define and identify the contemporary concept of culture recognized by anthropologists and ethnologists;
- b. Compare a broad range of cultural expressions from both elite and folk groups (e.g., literature, art, artifacts, religions, and histories) to discover the variety among cultures;
- c. Investigate and use the formal and informal methods (e.g., photo albums, oral traditions) and institutions (e.g., family, schools, museums) that have been used to preserve and transmit culture.

Evidence PreK- 4 applies plus-

- d. Identify and analyze the changing roles and contributions of various groups (e.g., ethnic, gender, religious) within the society under study.

6.14 Concepts of Culture *Activities # 4, 5, 17, 19, 49, 55, 71, 75, 90-93)*
#90- The Native Way, #55- Planning the Ideal Community

Forces of Unity and Disunity

6.15 Students understand the tensions between the forces of unity and those of disunity in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

a. Show that they understand the differences between homogeneity and diversity, and how both can cause community tensions and disunity, or can contribute to harmony and unity; b. and Identify and evaluate the benefits and stresses of diversity on a society (e.g., classroom, town, nation).

Evidence PreK- 4 applies, plus—

c. Identify various subcultures within the society under study, and analyze the shared values and beliefs that hold them together; and
d. Compare and contrast societies where diversity has led to either unity or disunity, and suggest lessons that can be learned about societal cohesiveness.

6.15 Forces of Unity and Disunity *(None Found)*

Economics

Knowledge of Economic Systems *(applies to grades 5—12 only)*

6.16 Students identify the institutions that make up economic systems, and compare the bases of decision making within each system in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

a. Identify the elements of various economic institutions in the time and place under study (e.g., workers, resources, costs, barter, markets, wages, waste products); and
b. Show knowledge of the various institutions (e.g., families, clans, cooperatives, trading partners, unions, factories, banks, stock markets, multinational corporations) that make up the economic system under study.

6.16 Knowledge of Economic Systems *Activities: #14, 19, 20, 32-34, 38, 39, 50, 69, 73, 82, 84 # 33- Forest Consequences, # 82- Resource-Go-Round,*

Impact of Economic Systems *(applies to grades 5—12 only)*

6.17 Students evaluate the impact of economic systems on the needs and wants of all people and on the environment in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

a. Distinguish between needs and wants, and evaluate how both are met in various economic systems;
b. Understand how choices within an economic system affect the environment in the local community and beyond; and
c. Analyze the rules and laws governing technology and its use as they concern safety issues (e.g., worker safety consumer health)

6.17 Impact of Economic Systems *Activities # 12, 13, 15, 21, 22, 30, 34, 77, 88, 92*

#34- *Who Works in this Forest*, #88- *Life on the Edge*

Applying Economic Knowledge (*applies to grades 5—12 only*)

6.18 Students apply economic knowledge to historical interpretation, to their own lives, and to the resolution of problems. This is evident when students:

- a. Use knowledge of limited resources, conditions of production, and waste disposal to make or analyze decisions about buying and using goods in various times and places (e.g., buying English tea during the American Revolution, making decisions about contemporary boycotts); and
- b. Identify influences on economic decisions—personally, nationally, and internationally.

6.18 Applying Economic Knowledge Activities: #12-15, 19, 20, 32-34, 36-39, 50, 52, 53, 69, 73, 82-84, 92-94.

#52- *A Look at Aluminum*, #94- *Where are the Cedars of Lebanon?*

(6.19 Governments & Resources High School Level only, not reviewed for this document)

Conflicts and Conflict Resolution

Nature of Conflict

6.20 Students analyze the nature of conflicts, how they have been or might be resolved, and how some have shaped the divisions in various times of their local community, Vermont, the United States, and the world. This is evident when students:

- a. Demonstrate an understanding of the tension between individuality and social conformity, and how that tension may lead to conflict,
 - b. Identify and analyze how economic, gender, and cultural differences can contribute to conflicts, and propose ways to resolve such conflicts; and
 - c. Identify and analyze specific conflicts (e.g., classroom, local, national, international), considering the conditions, motivations, and actions that led to them and how they could have been resolved differently.

Evidence PreK- 4 applies, plus—

- d. Analyze specific conflicts for their impact, considering how some have shaped geographic divisions in times in their local community, Vermont, the United States., and locations world wide; and
- e. Identify and evaluate the roles of technology and national and international organizations in contributing to conflicts and/or their resolutions.

6.20 Nature of Conflict Activities: #17, 20, 33, 37, 40, 54-56, 58, 59, 74, 70, 71, 92,

56- *We Can Work it Out*, #71- *Watch on Wetlands*

Disruptions to Social Patterns (*applies to grades 5-12 only*)

6.21 Students identify, analyze, and evaluate disruptions to social patterns in various times in their local community, in Vermont, in the United States, and in various locations world wide. This is evident when students:

a. Show understanding of how conflicts (e.g., revolutions, colonization, genocide) disrupt social patterns.

6.21 Disruptions to Social Patterns Activities: #17, 20, 33, 37, 40, 54-56, 58, 59, 74, 70, 71, 92, 93
#33- *Forest Consequences*, # 93- *Paper Civilizations*

(6.22 Conflict & Social Theory, High School Level only, not reviewed for this document)

Identity and Interdependence

Identity Changes

6.23 Students understand how changing societal roles and beliefs contribute to identity and role changes within the family and other social structures. This is evident when students:

- a. Identify their positions in time, space, and various groups, and analyze how these positions help to build identity; and
- b. Classify influences on identity (e.g., family, peer and kinship groups, occupation, ethnicity, social class, religion, and nationality), and analyze how these motivate behavior.

Evidence PreK- 4 applies, plus—

- c. Demonstrate understanding of how various groups build and preserve identity (e.g., ceremonies).

6.23 Identity Changes *Activities:* #17, 18, 31, 49, 90
#31- *Plant a Tree*, # 90- *The Native Way*

Identity Construction

6.24 (*grades 5-12*) Students understand the variety of influences on the construction and preservation of identity. This is evident when students:

- a. Demonstrate how societal changes (e.g., new jobs, changing gender roles, economic depressions, wars) can alter identities over time.

Activities: # 17-19, 32, 33, 40, 90-92

#19- *Values on the Line*, #33- *Forest Consequences*

National Identity

6.25 Students understand the sources and characteristics of the national identity of the culture under study, and understand how competing identities may cause confrontations. This is evident when students:

- a. Identify the distinctive characteristics of a nation's identity; and
- b. examine symbols, literature, histories, folk traditions, and myth for the sources of national identities.

Evidence PreK- 4 applies plus-

- c. Analyze and evaluate how competing national identities and beliefs may lead to national and international conflicts.

6.25 National Identity (*None Found*)