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An Application of the Essential Academic Learning Requirements and Gardner's Multiple Intelligences on Middle School Social Studies

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An Application of the Essential Academic Learning Requirements and
Gardner's Multiple Intelligences on Middle School Social Studies

A Research Project Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the requirements for the Degree
Master's in Teaching with Certification

By
Pamela B. De Persio
August, 1999

ABSTRACT

An Application of the Essential Academic Learning Requirements and Gardner's Multiple Intelligences on Middle School Social Studies

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The purpose of this application is to use a combination of the Washington State Essential Academic Learning Requirements and Howard Gardner's Theory of Multiple Intelligences, to create learning plans for middle school social studies, history (U.S. Civil War) and geography. The Washington State Essential Academic Learning Requirements were first adopted in 1993 as goals to raise the standards and achievements of elementary and secondary students. Howard Gardner's theory of multiple intelligences is an alternate way to describe the talents or gifts we each possess. Multiple intelligences can be considered as intelligences in diverse disciplines which allow human beings the ability to gather new knowledge.

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CHAPTER I

NATURE OF THE APPLICATION

Introduction

“A classroom is a micro society complete with student citizens . . .” (Armstrong, 1994, p. 97). It is a micro society containing citizens with different learning abilities, aptitudes, talents, drives, and ambitions. This was learned first hand while completing a year long internship at a public middle school during the school year of 1998-1999. While teaching seventh and eighth grade students an assortment of diversities were observed when it came to learning the material presented in class. Students were observed who would listen quietly during lectures, taking notes, and never raising their hands. Students were also observed who needed to be up moving, sometimes spinning in their chairs and students who were quite social and required interaction with peers in order to learn. There was a student who constantly puffed his cheek and tapped on it with his pencil in a rhythmic beat. Another student constantly had his hand in the air, even before a question was asked of the class. Several students wanted to complete more independent studies as they were “bored” and finished with their regular assignments.

An ordinary classroom contains students with “multiple intelligences.” “Multiple intelligences is a language for talking about the inner gifts of children.” (Armstrong, 1994, p. ix). Howard Gardner’s book, *Frames of Mind*, (1983), gave birth to the multiple intelligences theory. As Gardner (1983) stated:

“Thus, a prerequisite for a theory of multiple intelligences, as a whole, is that it captures a reasonably complete gamut of the kinds of abilities valued by human cultures.” (p. 62)

After a continued downward spiral in test scores of Washington State public school students, the Washington State Legislature directed the Washington State Commission on Student Learning to adopt higher standards for students in reading, writing, communication and mathematics. These standards known as the Essential Academic Learning Requirements (1998) set clear learning targets for students and teachers in these four disciplines. Students must also develop the ability to be independent thinkers who can solve real-life problems and keep up with the latest developments in reading, writing, communication, and mathematics. It is important for students to see the connection between their studies and the world around them.

Purpose

The purpose of this application is to create learning plans for middle school students in social studies, history (U.S. Civil War) and geography, using a combination of the Washington State Essential Academic Learning Requirements (EALRs) and Gardner's theory of multiple intelligences.

Limitations of the Application

The limitations of this application restrict its use to middle school social studies, history (U.S. Civil War), and geography only with benchmark two being used for the EALRs. Benchmark two is the point in time (7th grade) which may be used to measure student progress. It is designed to help educators organize and make sense of a complex process of interaction between the student, the teacher, and the learning process (Technical Manual, 1998, p. 9).

Definitions of Terms

Essential Academic Learning Requirements: The EALRs are standards focused on the achievement of four learning goals as outlined in the 1998 Technical Manual:

The first goal is for the student to read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.

The second is for the student to know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.

The third is for the student to think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgements and solve problems.

The fourth is for the student to understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Theory of Multiple Intelligences: "Intelligence, as described by Howard Gardner, is made up of eight realms of knowing (verbal, visual, mathematical, musical, bodily, interpersonal, intrapersonal, naturalistic) for solving problems . . ." (Fogarty, 1998, p. 656). Intelligence can also be described as the use by humans of various talents and gifts to acquire new knowledge.

Summary

The responsibility of the teacher to create learning plans that are both interesting to students and which meet the achievement criteria as dictated by the State can be daunting. By using Howard Gardner's theory of multiple intelligences, teachers can approach this assignment with pertinent information about how students learn, and meet the state mandated EALRs.

The attached learning plans have been created using a combination of the Washington State EALRs as well as Gardner's theory of multiple intelligences to design a thematic unit of study on the U.S. Civil War appropriate for the middle school level student.

CHAPTER II
REVIEW OF RELATED LITERATURE
ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Introduction

The Washington State Legislature adopted the Education Reform Act of 1993 in order to establish specific learning goals for all Washington State students. The Governor of Washington and the State Board of Education set up The Commission on Student Learning which was charged with the responsibility of carrying out the goals of the Education Reform Act. The Education Reform Act consists of four major tasks for the Commission as set forth by the legislature (Technical Manual, 1998, p. 6). These are as follows:

1. Set clear, challenging academic standards, based on the state's learning goals, that every student in the state will achieve.
2. Create a sound assessment system that will determine how well students are achieving the higher academic standards.
3. Develop ways of holding schools, teachers and students accountable for results.
4. Recommend other steps necessary to ensure that all students can meet high expectations.

The Commission on Student Learning is an eleven member state body appointed by the Governor. This Commission is working to raise academic standards for all students in Washington by outlining the standards of achievement in academics in specific state learning goals.

The first goal is that the student will be able to read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.

The second goal is that the student will be able to know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.

The third goal is that the student will be able to think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgements and solve problems.

The fourth goal is that the student will be able to understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities (Technical Manual, 1998, p. 2).

From these four goals of reading, knowing, thinking and understanding, the EALRs were designed to be clear learning targets for students and teachers. These academic requirements represent the specific academic skills and knowledge students will be required to master and demonstrate in the classroom.

The Essential Academic Learning Requirements in the four goal areas form a common core of subjects and skills that all students in Washington will be expected to master. This marks the first time all students in the state will be expected to reach the same standards (Technical Manual, 1998, p. 3).

Students must also develop the ability to be independent thinkers who can solve real-life problems and keep up with the latest developments. Students must also see the connection between their studies and the world.

The six disciplines that are covered by the EALRs are reading, communication, science, arts, writing, mathematics, social studies and health/fitness.

MULTIPLE INTELLIGENCES

Introduction

Multiple intelligence is an alternate way to describe the talents or gifts we each possess. Multiple intelligence can be considered as intelligence in diverse disciplines which allow human beings the ability to gather new knowledge.

The theory of multiple intelligences was developed by Howard Gardner, a cognitive psychologist who currently teaches at the Harvard University Graduate School of Education.

The eight intelligences are: Verbal-linguistic intelligence, Math-logic intelligence, Spatial intelligence, Musical intelligence, Bodily-kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Naturalist intelligence.

As Howard Gardner studied the process by which humans formulate thoughts and ideas, he realized that evaluation of this process of intelligence would need to be changed by educators and society as a whole. The evaluation would need to go beyond the typical IQ test. His theory of multiple intelligences proposes that each human can learn through many avenues of different intelligences. Each human is a combination of

different levels of expertise in each of these intelligences. Howard Gardner (1983) stated that:

To my mind, a human intellectual competence must entail a set of skills of problem solving - enabling the individual *to resolve genuine problems or difficulties* that he or she encounters and, when appropriate, to create an effective product - and must also entail the potential for *finding or creating problems* - thereby laying the groundwork for the acquisition of new knowledge. (p. 60-61)

Those of us who are ordinary human beings actually move toward knowledge and process information, in diverse ways, with each of us putting all this knowledge together in an individualized manner for use when necessary. Whether it be during a test at school, changing a flat tire on a car, or interacting with a co-worker, all the information that has been processed in the past will come into play when recalled from memory.

Specific points need to be kept in mind when studying multiple intelligences.

The first point is that every human has capabilities and possibilities in all eight of the multiple intelligences. Each of us is unique because of the combination of the intelligences, the varying levels of development of the intelligences, and the way the intelligences interact with one another (Armstrong, 1994, p. 11).

The second point is that most people can develop each of the intelligences to an adequate level of competency. Gardner suggests that virtually everyone has the capacity to develop all eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction (Armstrong, 1994, p. 11).

The third point to remember is that the intelligences interact with one another. To give an address or speech would require use of several intelligences. Knowledge of the chosen subject matter would be necessary as well as the skill to write the speech in a way that would be understood by the audience. Both interpersonal and intrapersonal intelligences would be used as the delivery of the speech would use those skills to be sensitive to the needs of the audience and sensitive to the needs of the speaker.

Verbal-Linguistic Intelligence

Linguistic competence is, in fact, the intelligence that seems most widely and most democratically shared across the human species. First of all, there is the rhetorical aspect of language - the ability to use language to convince other individuals of a course of action. Second of all, there is the mnemonic potential of language - the capacity to use this tool to help one remember information. A third aspect of language is its role in explanation. Much of teaching and learning occurs through language. Finally, there is the potential of language to explain its own activities - the ability to use language to reflect upon language, to engage in "metalinguistic" analysis (Gardner, 1983, p. 77-78).

The verbal-linguistic intelligence is expressed by the use of oral language or the written word. Someone who writes poetry or enjoys acting would have a strong verbal-linguistic intelligence. This intelligence is one that is usually tested by schools. Students who have a well developed verbal-linguistic intelligence tend to do well on college entrance examinations since the tests are weighed more on verbal skills.

The verbal-linguistic intelligence is practiced daily because of the interaction and communication use of telephones, computers, television, and radio.

A person who has a strong verbal-linguistic intelligence feels comfortable speaking to large groups of people and understands the usage of language and the various nuances which make a good speech or sermon.

Math-Logic Intelligence

You can see logical/mathematical intelligence in operation most clearly when you are involved in a situation that requires problem solving or meeting a new challenge. This intelligence is often associated with what we call "scientific thinking."

We use our logical/mathematical intelligence when we recognize abstract patterns, such as counting by twos or knowing if we've received the right change at the supermarket. We use it when we find connections or see relationships between seemingly separate and distinct pieces of information. Logical/mathematical intelligence is responsible for the various patterns of thinking we use in our daily lives, such as making lists, setting priorities, and planning something for the future (Lazear, 1994, p. 15).

The math-logic intelligence is shown by individuals who do well in disciplines dealing with math and science. For the most part this intelligence is conducted within the confines of the human brain. We do not observe the brain using logic, but we can see the result with a complex math problem worked on paper. Someone who is strong in math-logic intelligence enjoys working with abstract concepts, such as irrational numbers and higher level thinking. Challenging mental games are enjoyed by a person strong in the math-logic intelligence.

Math-logic is the second most tested discipline in schools today. Students who are strong in math and science concepts also do well on college entrance exams, just as those strong in verbal-linguistic intelligences.

Spatial Intelligence

The ability to perceive the visual-spatial world accurately (e.g., has a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix (Armstrong, 1994, p. 2).

Spatial intelligence, also referred to as visual-spatial intelligence includes persons who can visualize "space" in their minds. Reading maps is easy for them as well as geometry and the concept of a "black hole" in the universe. They are able to "see" in their heads how a room or car might look like after a new paint job. These types of students learn best with the use of pictures, hands on demonstrations and 3D computer disc programs.

Musical Intelligence

Musical intelligence is referred to by some as rhythmic or musical/rhythmic intelligence. People with this kind of intelligence are sensitive to sounds, environmental as well as musical. They often sing, whistle, or hum while engaging in other activities. They love to listen to music, they may collect CDs and tapes, and they often play an instrument. They sing on key and can remember and vocally reproduce melodies. They may move rhythmically in time to music (or in time to an activity) or make up rhythms and songs to help them remember facts and other information. (Jasmine, 1996, p. 3).

Musical intelligence describes those individuals who display an unusually high aptitude for music. This intelligence is demonstrated by ease in playing an instrument as well as being able to "hear" and sing a particular note. Careful attention is paid to the beat or rhythm of music by someone who has a strong musical intelligence. Some people can sit down at a piano and play any song they have heard before. Some students learn best when listening to music. A person with a strongly developed musical intelligence would choose a career as a concert violinist, orchestra conductor or high school band director.

Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence is sometimes referred to as simply kinesthetic intelligence. People with this kind of intelligence process information through the sensations they feel in their bodies. They like to move around, act things out, and touch the people they are talking to. They are good at both small and large muscle skills and enjoy physical activities and sports of all kinds. They prefer to communicate information by demonstration or modeling. They can express emotion and mood through dance (Jasmine, 1996, p. 4).

An individual who possesses a developed bodily-kinesthetic intelligence is knowledgeable of his/her body, as to the location and movement of various appendages. It is not only important to know where the appendages are but to move them and have them respond when necessary. Coordination is an important asset as well.

This intelligence manifests itself in the movement of sports and dance. These movements refine themselves with growth, practice and maturity.

In the classroom, a teacher may observe students who are in motion as they tap the desk with a pencil or move around during class.

Interpersonal Intelligence

The core capacity here is *ability to notice and make distinctions among other individuals* and, in particular, among their moods, temperaments, motivations, and intentions . . . In an advanced form, interpersonal knowledge permits a skilled adult to read the intentions and desires - even when these have been hidden - of many other individuals and, potentially, to act upon this knowledge . . . (Gardner, 1983, p. 239).

Persons with a strong interpersonal-intelligence have a capacity to "read" the people around them. They are sensitive to the moods of others. Present is an innate ability to respond to the needs of individuals. Knowing how to listen when involved in a

conversation is instinctive for someone who has a strongly developed interpersonal intelligence. Understanding others is the key to this particular intelligence and is an important asset to someone who enjoys a cooperative work environment.

Intrapersonal Intelligence

Intrapersonal intelligence is the introspective intelligence. Intrapersonal intelligence allows us to be self-reflective, that is, to step back from ourselves and watch ourselves, almost like an outside observer. As far as we know, we are the only creatures gifted with such an ability. Intrapersonal intelligence involves a knowledge about and an awareness of the internal aspects of the self such as feelings, thinking processes, self-reflection, and intuition and about spiritual realities. Both self-identify and the ability to transcend the self are part of the functioning of intrapersonal intelligence. When we experience a sense of unity, have an intuition about our connection with the larger order of things, experience higher states of consciousness, feel the lure of the future, and dream of unrealized potentials in our lives, it is the result of our intrapersonal way of knowing (Lazear, 1994, p. 19).

Intrapersonal intelligence comes from within an individual. Someone with a strong intrapersonal intelligence is comfortable being alone, working on independent studies and are self confident. He/she has the ability to know himself/herself intuitively and is able to recognize the emotions that are present. An individual that has a strong intrapersonal intelligence is aware of strengths and weaknesses inside themselves. There is a considerable amount of self-reliance and self-discipline.

Naturalist Intelligence

Natural Intelligence is the latest intelligence added by Gardner. It includes the capacity to recognize flora and fauna; to make distinctions in the natural world; and to use this ability productively in activities such as hunting, farming, and biological science. This intelligence is seen in botanists,

naturalists, and physicists. In today's world, some students use this intelligence as they make acute distinctions among cars, tennis shoes, hairstyles, and clothing styles. In the next few years, one challenge will be to develop activities to help students recognize and strengthen it (Nicholson-Nelson, 1998, p. 12).

An individual who is strong in the naturalist intelligence tends to be seen by others as being able to grow anything. Some of us water plants and they die, these types of people water plants and they blossom! It is interesting to be with someone who can drive down a street and can name, instinctively it seems, every tree and plant along the way. There is also a sensitivity to living creatures and the ability to work with them.

Along with this naturalist intelligence is a tendency toward a talent for classification. This would include classifying a variety of objects, not just living ones, such as a species of butterflies, but inanimate objects as diverse as cars and toys.

Persons who have a well developed naturalist intelligence are aware of their environment and any changes that might occur. They are sensitive to variations in the weather whether it be a change of humidity or the clouds above them.

Summary

Multiple intelligence theory broadens the categories of giftedness. Programs which include a multiple intelligence approach in the classroom have the potential to include students who have gifts, or combinations of gifts from all eight intelligences. This broadened approach appeals to educators as lesson plans are designed for an ordinary classroom filled with students who possess a diversity of intelligences.

Through creating educational experiences based on natural talents and gifts, teachers are more likely to increase opportunities whereby students can become actively engaged in learning experiences that are pleasurable, heightened or magnified (Wilson, 1999, p. 7).

CHAPTER III

APPLICATION DESCRIPTION

Introduction

The purpose of this application is to create learning plans for middle school students in social studies, history (U.S. Civil War) and geography, using a combination of the Washington State EALRs and Gardner's theory of multiple intelligences.

The Washington State Essential Academic Learning Requirements have been mandated by the State for teachers, students, as well as school administrators to give a focus and direction for the learning goals of students in Washington State elementary and secondary schools. These EALRs cover the subjects of reading, communication, science, arts, writing, mathematics, health/fitness and social studies.

The ordinary classroom contains students who possess intelligences of many kinds. There are particular students with intelligences who seem to excel in math or science, language arts or history. These different intelligences enable students to learn in a multitude of ways. Some individuals learn best when listening to music, others by studying alone, in groups, or by moving around.

Since the 1983 publication of Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences*, educators have been taking a closer look at just how students absorb information in order for it to become knowledge. Gardner's theory describes eight intelligences he believes that each human possesses. Each of us is a unique blend of all eight, with some intelligences more prominent than others. Using a combination of these intelligences, students are able to pull in information about a variety of topics and then use that information to acquire new knowledge.

With the above in mind, learning plans have been created which are designed for use with middle school students. The thematic unit concentrates on the U.S. Civil War. By using the Civil War academic subject matter, Washington State EALRs requirements and the theory of multiple intelligences learning capabilities, these learning plans provide a comprehensive application for use in the classroom.

CHAPTER IV

APPLICATION RESULTS

Introduction

The purpose of this application is to create learning plans for middle school students in social studies, history (U.S. Civil War) and geography, using a combination of the Washington State EALRs and Gardner's theory of multiple intelligences.

A thematic unit titled "A Nation Torn Apart," has been created. This interdisciplinary unit plan concentrates on the U.S. Civil War, covering the dates of 1857-1865. Issues covered are that of freedom, slavery, the underground railroad, secession, emancipation and abolition. Contained in the study of history is the inclusion of geography as it relates to the U.S. Civil War.

These learning plans are comprised of U.S. History facts and information, Washington State EALRs with emphasis on history and geography, and Howard Gardner's theory of multiple intelligences.

Notation of the applicable EALRs and multiple intelligences is made on each lesson plan.

Thematic Unit of Study "A Nation Torn Apart"

Content area and specific topic of the unit:

Middle School Social Studies/History and Geography of the U.S. Civil War.

Age/Grade level for which the unit is designed:

The unit of study is designed for the middle school grades. The ages of students range from 12-14.

The statement of the theme and rationale of the unit:

The Washington State Board of Education has determined that middle school students study U.S. History. This Thematic Unit of Study is titled, "A Nation Torn Apart" which is the study of the U.S. during the years of 1857 - 1865. This time period includes the U.S. Civil War. Such issues of freedom, slavery, the underground railroad, secession, emancipation and abolition are covered in this unit.

It is important that students learn about U.S. history and to learn from it. It is also important that students understand how our nation came to be what it is today. It is important that students ponder the question, "Can anyone be better than someone else or are we all the same?" Students will be able to understand how the Civil War split not only the U.S. but split families as well.

Introduction

Tensions between North and South were increasing over the issue of the spread of slavery to the new territories in the West. Attempts at compromise, including the Compromise of 1850 and the Kansas-Nebraska Act of 1854 only widened the split. Meanwhile abolitionists were becoming more outspoken. Harriet Beecher Stowe's *Uncle Tom's Cabin* created a sensation at its publication in 1852. Violence erupted in Kansas, leading to bloodshed between pro-slavery and anti-slavery forces. Lincoln's election in 1860 resulted in the ultimate manifestation of sectionalism - secession (Patrick et. al, 1987).

The Confederacy was born in 1861 and the Civil War ended in 1865. Fighting began at Fort Sumter in April 1861. Victorious in the West for the next two years, the Union was unable to defeat Lee's Army of Virginia. The war's turning point came in July 1863 when the Confederates at Vicksburg surrendered to Grant, and Lee was defeated by Meade at Gettysburg. Sherman's invasion of Georgia in 1864 and Grant's unrelenting pressure on Lee brought the war to a sudden conclusion in 1865 (Patrick et. al, 1987).

Learning objectives of the unit: Civil War

There is a continuous theme throughout this unit - that is of the importance of leadership to the well-being of a nation. Without a strong leader the United States was unable to resolve the strong sectional differences that ultimately resulted in war - a war that might otherwise have been avoided. The leadership of Lincoln illustrates how he was able to keep the Union together throughout the four difficult years of the Civil War (Patrick et. al, 1987).

After completing this unit students will be able to:

1. List the steps in the movement of the South towards secession.
2. Evaluate the effects of the major compromises of the 1850's.
3. Identify attempts to deal with sectional differences through compromise.
4. Explain how sharply differing ways of life helped divide Northerners and Southerners.
5. Explain why secession led to civil war.
6. List the war aims of the North and South.
7. Name major military battles and campaigns.
8. Describe how Northern strength wore down and ultimately defeated the South.
9. Explain how the war changed the nation.

Essential Academic Learning Requirements: Social Studies-History/Geography

History

1. The student examines and understand major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.

To meet this standard, the student will:

- 1.1 understand historical time, chronology, and causation
- 1.2 analyze the historical development of events, people, places, and patterns of life in the U.S.
- 1.3 examine the influence of culture on the U.S.

2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.

To meet this standard, the student will:

2.1. investigate and research

2.2 analyze historical information

2.3 synthesize information and reflect on findings

3. The student understands the origin and impact of ideas and technological developments on history and social change.

To meet this standard, the student will:

3.1 explain the origin and impact of an idea on society

3.2 analyze how historical conditions shape the emergence of ideas and how ideas change over time

3.3 understand how ideas and technological developments influence people, resources, and culture

Geography

1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

To meet this standard, the student will:

1.1 use and construct maps, charts, and other resources

1.2 recognize spatial patterns on Earth's surface and understand the processes that create these patterns

2. The student understands the complex physical and human characteristics of places and regions.

To meet this standard, the student will:

2.1 describe the natural characteristics of places and regions

2.2 describe the patterns humans make on places and regions

2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions

3. The student observes and analyzes the interaction between people, the environment, the culture

To meet this standard, the student will:

3.1 identify and examine people's interaction with and impact on the environment

3.2 analyze how the environment and environmental changes affect people

3.3 examine cultural characteristics, transmission, diffusion, and interaction

Anticipation Guide: Civil War

Directions to students: Decide whether you agree or disagree with each statement below. If you believe that a statement is "true," place an X in the column marked agree. If you believe that a statement is "false," place an X in the column marked disagree.

Agree	Disagree	
-----	-----	1. Some people are worth more than others.
-----	-----	2. Slavery was common even during ancient times.
-----	-----	3. Freedom is precious to all Americans.
-----	-----	4. It is important to be willing to fight for what you believe.
-----	-----	5. It is important for Americans to understand why the Civil War took place in our country.

After completion of these five questions talk with a classmate. Together, compare and contrast your answers and write a consensus response to be presented to the class.

Applicable EALRs and multiple intelligences.

EALRs/History 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

Completion of the five questions would include using Verbal-Linguistic, Interpersonal, Intrapersonal, Math-Logic Intelligences

Concept Guide: Civil War

Directions to students: Listed below are the major concepts of the Civil War. Use what you have read in the past to elaborate on the concepts as listed in bold letters.

FREEDOM

SLAVERY

Families

(black & white)

WAR

Next, choose one of the words in bold letters and write a one page self reflection paper on what it would be like to be a slave, not to have freedom, be from a white or black family or as a soldier in the Civil War.

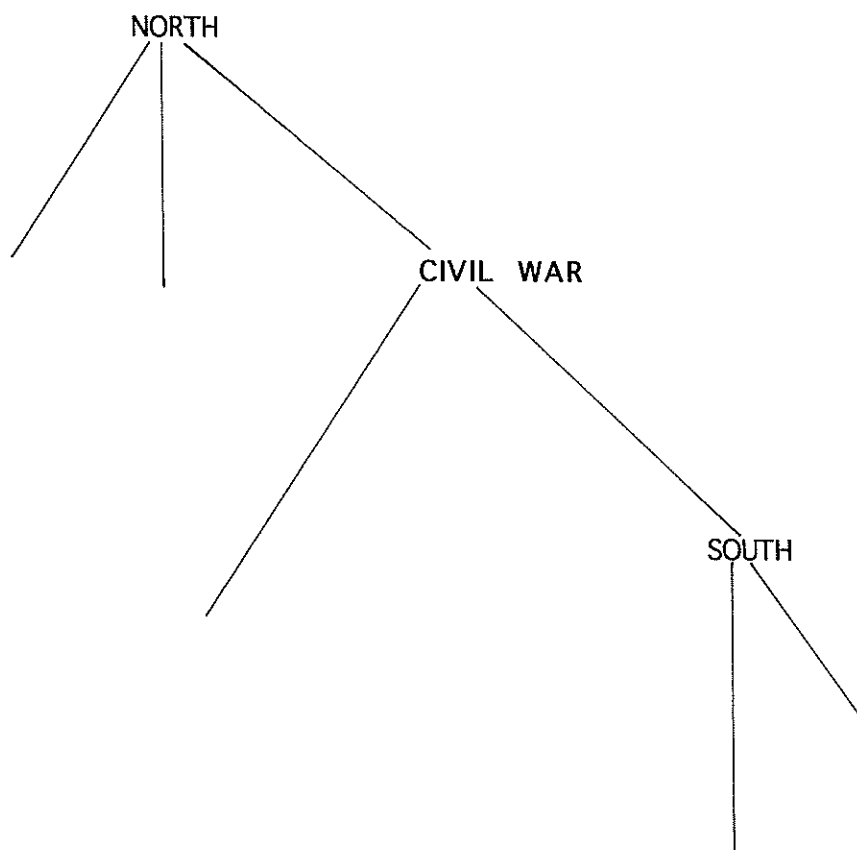
Applicable EALRs and multiple intelligences.

EALRs/History 1.1, 1.2, 1.3, 2.2, 3.1

This exercise would use Verbal-Linguistic, Math-Logic, Intrapersonal intelligences.

Graphic Organizer: Civil War

Directions to students: In your own words complete the following mind map. Include any and all information you possess about the U.S. Civil War.



Students will have the opportunity to use the Graphic Organizer on their own to illustrate any and all prior knowledge they have regarding the Civil War.

Appropriate EALRs and multiple intelligences.

EALRs/History 1.2, 2.2, 2.3,

Elaborate on the beginning of the graphic organizer to show what knowledge you currently possess regarding the Civil War. This exercise would use Verbal-Linguistic, Intrapersonal, and Spatial Intelligences.

Content Area Timeline: Civil War

1857	James Buchanan takes office as President. Supreme Court makes <i>Dred Scott</i> ruling.
1858	Lincoln and Douglas debate slavery in the territories.
1861	Abraham Lincoln takes office as President. Southern states form the Confederate States of America. Confederate troops fire on Fort Sumter. Confederates win Battle of Bull Run.
1862	Union forces capture of New Orleans and Memphis. Grant forces capture Fort Donelson.
1863	Confederates lose the Battle Gettysburg. Grant's forces capture Vicksburg. The Emancipation Proclamation is issued. Union forces capture Chattanooga.
1864	General Grant is made commander of the Union Army. Sherman's forces occupy Atlanta. Lincoln is reelected President.
1865	Lee surrenders at Appomattox Court House. Lincoln is assassinated. Andrew Jackson takes office as President. The Thirteenth Amendment ends slavery.

Students will be able to understand the sequence of events of 1857-1865.

Project List with appropriate EALRs and multiple intelligences.

EALRs/History 1.1, 1.2, 2.1, 2.2, 2.3

1. illustrate time line, design and create a mural showing the significant events on the timeline (Spatial and Verbal-Linguistic)
2. sequencing of events on timeline (Math-Logic)
3. project can be completed in groups, cooperative learning (Interpersonal)
4. presentation of time line to class (Linguistic)

Additional Projects: taken from timeline events.

Appropriate EALRs and multiple intelligences.

1. Write and reenact the slavery debate between Lincoln and Douglas.

EALRs/History 1.1, 1.2, 2.1, 2.2, 2.3

Using Bodily-Kinesthetic and Interpersonal Intelligences.

2. Memorize the Emancipation Proclamation and then recite it to the class pretending to be Lincoln, act as you think he acted when he gave the speech.

EALRs/History 1.1, 1.2, 2.1, 2.2, 2.3

Using Bodily-Kinesthetic and Linguistic Intelligences.

3. Make up a rap song about the 13th Amendment to the U.S. Constitution which ended slavery.

EALRs/History 1.1, 1.2, 2.1, 2.2, 2.3, 3.1

Using Bodily-Kinesthetic and Musical Intelligences.

4. Report on the time of year in which the Battle of Gettysburg took place. How did the condition of the trees and grass make a difference in the result of the battle. Or did it?

EALRs/History 1.1, 1.2, 2.1, 2.2, 2.3

EALRs/Geography 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Using the Naturalist Intelligence.

Content Area Geographical Setting: Civil War

The dominant political issue of this period of U.S. history is the extension of slavery into the Western territories. Kansas and Nebraska became battlegrounds between slavery and antislavery forces. Students should understand that the expansion of cotton growing from the East to the Western territories resulted in the debates over the extension of slavery into those new areas (Patrick et. al).

The major campaigns of the Civil War took place in the South except for Antietam and Gettysburg. Geography played a very important part in determining Northern strategy. The Union used a naval blockade to stop Southern shipping. Union forces concentrated on gaining control of the Mississippi River to separate the West from the Confederacy. Much of the fighting took place along railway lines and rivers. The war intruded into all parts of the Confederacy including the area between Richmond and Washington, D.C.; Grant's victories at Vicksburg and Chattanooga in the West; and Sherman's March through Georgia (Patrick et. al).

Students will be able to describe the major campaigns of the Civil War.

Project List with appropriate EALRs and multiple intelligences.

EALRs/History 1.1, 1.2, 1.3, 2.1, 2.2, 2.3

EALRs/Geography 1.1, 1.2, 2.1, 2.2, 3.1

1. study maps of the U.S. made during the time of the Civil War. (Spatial)
2. write about the geographical circumstances of one particular battle, ie. the location of mountains, rivers, railroads, etc. (Verbal-Linguistic, Math-Logic and Spatial, Naturalist)
3. recreate a particular battle using classmates as historical characters and present outside the classroom (Bodily-Kinesthetic, Interpersonal)
4. make a chart of the numbers of soldiers who died at the battles. Compare and contrast how many soldiers died on each side. (Math-Logic)
5. make a scale model relief map of a particular battle (Math-Logic, Spatial, Intrapersonal)
6. using Lego building blocks lay out a typical battleground, work in groups of three (Math-Logic, Spatial, Interpersonal)
7. research the Union Naval blockade to stop Southern shipping. Illustrate by drawing a map to show the coast lines of the U.S. that were blockaded. (Spatial, Intrapersonal, Verbal-Linguistic, Math-Logic)
8. using internet websites pertaining to the Civil War produce a picture display of various battlefield sites and pictures. (Verbal-Linguistic, Spatial, Interpersonal)

Text Pattern Guide: Civil War

Directions: In your reading of the history chapters, find the causes that led to the effects listed. Write each cause in the space provided.

1. Cause: _____
Effect: The slaves in the United States were freed by President Lincoln.
2. Cause: _____
Effect: The North won at the Battle of Gettysburg.
3. Cause: _____
Effect: Many slaves were led North to freedom through the Underground Railroad.
4. Cause: _____
Effect: This book turned many Americans against the slavery system.
5. Cause: _____
Effect: Southern states seceded from the Union.
6. Cause: _____
Effect: Men were willing to sign up to be soldiers in the Union Army.
7. Cause: _____
Effect: Crushed the South's ability to continue fighting.

Appropriate EALRs and multiple intelligences.

EALRs/History 1.1, 1.2, 1.3, 2.2, 2.3

Completion of the seven questions would include using Verbal-Linguistic, and Math-Logic Intelligences.

Three-Level Guide: Civil War

- I. Directions: Check the statements that you believe say what the history text book says.

- _____1. The Dred Scott Supreme Court Case declared that slaves had no rights as citizens of the United States.
- _____2. Harriet Tubman was a conductor on the Underground Railroad.
- _____3. General Sherman commanded the Union troops in their march from Atlanta to Savannah, Georgia.
- _____4. Only a small number of Southerners owned slaves.
- _____5. The Emancipation Proclamation gave freedom to slaves.

- II. Directions: Check the statements that you believe say what the history text book said between the lines.

- _____1. It was a sad day in the history of our country when the United States Supreme court declared that slaves had no rights as citizens under the Constitution, that slaves were property of their owners.
- _____2. Slaves were happy living and working on plantations in the South.
- _____3. The U.S. should keep the draft because you never know when there will be a war.
- _____4. The soldiers were fighting to protect their own land.
- _____5. War provides jobs for people who are out of work.

- III. Directions: Check those statements you agree with and be ready to support your choices with your own knowledge or beliefs.

- _____1. The Confederacy is alive and well today in some parts of the South.
- _____2. This type of split between different parts of our country couldn't happen today.
- _____3. We can learn from our history of Civil War.
- _____4. Had it not been for Clara Barton the Red Cross would never have been started.
- _____5. It is important for us to remember what Lincoln said at Gettysburg.

Appropriate EALRs and multiple intelligences.

EALRs/History 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2

Completion of this exercise would include using Verbal-Linguistic, Math-Logic and Intrapersonal Intelligences.

U.S. Civil War - Independent Studies

In an independent study, every student participates in the same unit or theme but is free to choose the topics and/or the approaches that best suit his or her interests and intelligences.

Project List with appropriate EALRs and applicable multiple intelligences.

1. Design and draw a recruitment poster for the Confederate Army and display in class.
2. Learn a dance that was popular during the Civil War and demonstrate in class.
3. Learn a song that was popular during the Civil War and record the song on an audio cassette tape.
4. Plant a tree whose original seeds came from a historical tree. (could be a Betsy Ross Sycamore or a Nathan Hale Red Oak - nursery in Jacksonville, FL)
5. Design a board game (could be on fabric) which could have been played by the soldiers. Use ordinary materials which would be accessible to soldiers during wartime.
6. Write about the social conditions that gave rise to certain inventions and hold a discussion group about how a certain invention came to be, ie. cotton gin.
7. Pretend you are a Union soldier writing to your family after the Battle of Gettysburg. Explain what it was like to be there and be a part of the battle. Describe the surrounding terrain.
8. Plant cotton and display it to the class to show how it grows and is hard to pick.
9. Find a recording of songs slaves may have sung as they worked in the fields.
10. Study, draw, and explain what the Confederate Flag looked like.

11. Make a map puzzle of the U.S. during the time of the Civil War.
12. Create two puppets, one as Grant and one as Lee and reenact the signing at Appomattox. Write a dialogue between the two men.
13. Read a historical novel which takes place during the Civil War or whose subject matter is slavery. Evaluation of the book can be done by writing a summary of the book, drawing an illustration depicts the books theme or by writing a poem or song which would illustrate in words or music the theme of the book.
14. Create music or sounds which could be used to signal soldiers on the battlefield.
15. Write a biography of Harriet Tubman. Then, dress up as she might, pretend to be her and tell the class all about yourself and the Underground Railroad.

Appropriate EALRs and multiple intelligences.

EALRs/History 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

EALRs/Geography 1.1, 2.1, 2.2

Multiple Intelligences Used - Verbal-Linguistic, Math-Logic, Spatial, Musical, Bodily-Kinesthetic, Interpersonal, Intrapersonal and Naturalist.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this application is to create learning plans for middle school students in social studies, history (U.S. Civil War) and geography, using a combination of the Washington State EALRs and Gardner's theory of multiple intelligences.

Comprehensive planning for learning can be achieved with the use of standard academic subject material, the knowledge base associated with the Washington State EALRs and application of the theory of multiple intelligences as defined by Howard Gardner. With these tools, teachers in both the elementary and secondary levels can write more meaningful lesson plans which challenge students to use higher level thinking.

Conclusion

It is to the benefit of students, teachers, parents, and school administrators to use the theory of multiple intelligences in the classroom. When teaching subject material while at the same time striving to meet the Washington State Essential Academic Learning Requirements, the application of multiple intelligences theory allows both learner and teacher greater opportunity to capitalize on individual intelligences and concomitant strategies.

Recommendations

Learning plans created using both the standards set by the mandated Washington State EALRs and Gardner's theory of multiple intelligences will be enhanced when used by elementary and secondary educators.

The author's recommendation to educators would be to use this approach when faced with the challenge of creating learning plans. Initially, creating learning plans using this approach will be time consuming, but time well spent when considering the benefits for students with respect to their potential academic achievements.

Also, the author recommends an assessment component be added to each of the learning plans. An example of such would be for the student to write a newspaper article about himself/herself which takes place during the Civil War with details that illustrate the knowledge of the student about the culture and historical events of that time.

Finally, the author recommends quantitative research that checks Gardner's theory of multiple intelligences with increased student achievement in content areas.

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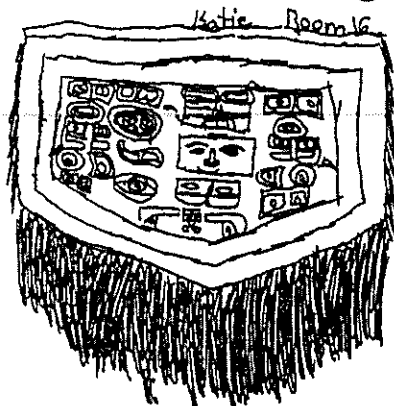
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SOCIAL STUDIES

The Essential Academic Learning Requirements in



History

1. **The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.**

To meet this standard, the student will:

- 1.1 understand historical time, chronology, and causation
how events occur in time and place, are sequenced chronologically, and impact future events
- 1.2 analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history
- 1.3 examine the influence of culture on U.S., world, and Washington State history

2. **The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.**

To meet this standard, the student will:

- 2.1 investigate and research
use sources of information *such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts* to investigate and understand historic occurrences
- 2.2 analyze historical information
evaluate different interpretations of major events in U.S., world, and Washington State history
- 2.3 synthesize information and reflect on findings

3. **The student understands the origin and impact of ideas and technological developments on history and social change.**

To meet this standard, the student will:

- 3.1 explain the origin and impact of an idea on society
for example, free speech, rule of law, or separation of church and state
- 3.2 analyze how historical conditions shape the emergence of ideas and how ideas change over time
- 3.3 understand how ideas and technological developments influence people, resources, and culture

SOCIAL STUDIES: HISTORY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.1 understand historical time, chronology, and causation		
group personal, local, and state events by broadly defined historical eras and place in proper sequence on a time line	group events and individuals by broadly defined historical eras and develop related time lines	group events and individuals by broadly defined historical eras and use time lines to explain patterns of historical continuity and change in the historical succession of related events
use broad categories of time (years, decades, and centuries)	measure time by millennia and calculate calendar time BC and AD	➤ measure time by millennia and calculate calendar time BC and AD
investigate cause and effect relationships of historical events	rank the importance of causal factors for given events including the possibility of the accidental as a causal factor in history	work forward from an initiating event to its outcome recognizing cause and effect, multiple causation, or the accidental as factors in history
1.2 analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history		
<i>U.S. history</i>		
describe life in the early U.S. both before and after European contact, for example, land and people before Columbus, exploration, and discovery	identify and explain major issues, movements, people, and events in U.S. history from beginnings to 1877 with particular emphasis on change and continuity, for example, revolution, the emergence of sectional differences, and the Civil War	* identify and analyze major issues, movements, people, and events in U.S. history from 1870 to the present with particular emphasis on growth and conflict, for example, industrialization, the civil rights movement, and the information age
<i>world history</i>		
investigate and describe basic elements of civilizations and their interrelationship by studying selected civilization from around the world	compare and contrast turning points, major ideas, and people in civilizations drawn from different continents	analyze the historical development of civilizations drawn from different continents with regard to turning points, ideas, people, places, and patterns of life
<i>Washington State history</i>		
explain major events and identify important people in the history of the Pacific Northwest and investigate the influence of geography on the history of the region	interpret events, issues, and developments in Washington State history and their impact on people then and now	analyze the historical development of Washington State history and government including the Washington State Constitution

* The Commission on Student Learning realizes that the U.S. history content contained in the shaded area is not traditionally taught until the 11th grade. At this time, decisions pending on several issues, including the Certificate of Mastery, Goal II assessment, and State Board of Education requirements for high school graduation, may influence this section of the document in the future. However, the content was included to both align with the legislation, which states that successful mastery of the knowledge and core concepts of history should occur by about age 16, and to include the full continuum of U.S. history in what is a comprehensive learning document.

SOCIAL STUDIES: HISTORY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Social Studies: History - Essential Academic Learning Requirement 1 (Continued)

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.3 examine the influence of culture on U.S., world, and Washington State history		
describe the contributions of people of various cultural groups to the development of the local community and Washington State, for example, native peoples, colonists, pioneers, and immigrants	examine the historical development of different cultures with regard to cultural elements <i>such as art, literature, and music, customs and traditions, how people made a living, governments, philosophical and religious ideas, and social developments</i> and discuss how these elements have impacted history	examine and discuss historical contributions to U.S. society of various individuals and groups from different cultural, racial, and linguistic backgrounds

SOCIAL STUDIES: HISTORY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
2.1 investigate and research		
ask questions to identify a problem from the past	identify social issues and define problems to pose historical questions	determine components of a historical problem
locate, gather, and process information from a variety of primary and secondary sources, including photographs, drawings, artifacts, oral accounts, and documents	locate sources of information and obtain information from a variety of sources including graphs, charts, tables, maps, diagrams, texts, photographs, documents, and interviews	investigate a topic using electronic technology, library resources, and human resources from the community
2.2 analyze historical information		
organize and record information	♦ organize and record information	♦ organize and record information
compare and contrast information from different historical sources	distinguish fact from judgment and opinion; recognize stereotype; compare and contrast historical information	separate fact from conjecture; discern bias; separate relevant from irrelevant information in persuasive materials; distinguish verifiable information
2.3 synthesize information and reflect on findings		
express findings; explain why interpretations of the same historical event can differ	interpret and synthesize information; express findings	evaluate information and develop a statement of the significance of the findings; defend own analysis
examine earlier steps in the investigative process and propose improvements to the process used	propose alternative ways of analyzing and interpreting findings	reason logically; compare and contrast differing perspectives; argue both for and against a position

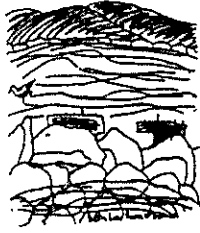
SOCIAL STUDIES: HISTORY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

3. The student understands the origin and impact of ideas and technological developments on history and social change.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
3.1 explain the origin and impact of an idea on society		
explain how an idea has affected the way people live <i>such as land rights, free speech, and the separation of church and state</i>	explain the origins and development of an idea in history, <i>for example, Puritanism, "separate spheres" for men and women, and abolitionism</i>	examine how ideas have conflicted with each other <i>such as democracy vs. communism, individual freedom vs. the common good, and Catholicism vs. Protestantism</i>
3.2 analyze how historical conditions shape ideas and how ideas change over time		
explain how historical conditions have shaped ideas, <i>for example, ideas about property rights and religious ideas</i>	describe how the meaning of ideas can change over time, <i>for example, ideas about equality, welfare, and democracy</i>	compare the meaning of ideas in different places and cultures, <i>for example, ideas about spirituality, progress, and governance</i>
3.3 understand how ideas and technological developments influence people, resources, and culture		
describe instances in which changes in values, beliefs, and attitudes have resulted from new technology <i>such as conservation of resources or ideas about the universe</i>	interpret how ideas and attitudes have been shaped by changing technologies <i>such as the printing press, atomic energy, and genetic discoveries</i>	analyze and evaluate how technological developments have changed people's ideas about the natural world <i>such as relationship to the land, family life, and natural resources</i>
describe how ideas and technological developments have affected people, resources, and cultures, <i>for example, map-making, telescopes, and agricultural practices</i>	assess the impact of ideas and technological developments on society and culture, <i>for example, railroads, power looms, and steam engines</i>	evaluate the consequences of ideas and technological developments on the human and natural world, <i>for example, atomic energy, penicillin, and irrigation</i>

The Essential Academic Learning Requirements in



Geography

1. **The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.**

To meet this standard, the student will:

- 1.1 use and construct maps, charts, and other resources to gather and interpret geographic information
- 1.2 recognize spatial patterns on Earth's surface and understand the processes that create these patterns

2. **The student understands the complex physical and human characteristics of places and regions.**

To meet this standard, the student will:

- 2.1 describe the natural characteristics of places and regions and explain the causes of their characteristics
- 2.2 describe the patterns humans make on places and regions
- 2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions

3. **The student observes and analyzes the interaction between people, the environment, and culture.**

To meet this standard, the student will:

- 3.1 identify and examine people's interaction with and impact on the environment
- 3.2 analyze how the environment and environmental changes affect people
- 3.3 examine cultural characteristics, transmission, diffusion, and interaction

SOCIAL STUDIES: GEOGRAPHY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.1 use and construct maps, charts, and other resources		
examine a variety of maps to describe basic mapping elements, <i>for example, title, legend, direction, and grid</i>	use maps, globes, and other geographic tools including various map projections, satellite imagery, and Geographic Information System (GIS) data to interpret information from a spatial perspective	produce and interpret maps, tables, and graphs that explain problems and may be used to construct solutions, <i>for example, transportation networks within regions, literacy rates per states, or the variation in population density in relation to resources and land use</i>
design a simple map of a local area that displays information using symbols explained in a key	use data and a variety of symbols and colors to create thematic maps and graphs, <i>for example, patterns of population, economic features, rainfall, or vegetation</i>	produce and interpret maps, tables, and graphs that explain problems and may be used to construct solutions, <i>for example, transportation networks within regions, literacy rates per states, or the variation in population density in relation to resources and land use</i>
1.2 recognize spatial patterns on Earth's surface and understand the processes that create these patterns		
locate places, major physical features, and human spatial patterns <i>such as states, cities, rivers, and population distribution</i> using maps, globes, and other sources	locate physical and human features and events on maps and globes, <i>for example, the location of cultural centers, large urban areas in the U.S. now and in the past, and major land forms and climate regions</i>	explain why various places in different parts of the world have particular physical and human characteristics <i>such as the effects of climate and tectonic processes, or settlement and migration patterns</i>
describe the physical and human processes that create spatial patterns on Earth's surface <i>such as weather, earthquakes, gravity, clearing forests, changing waterways, or setting fires</i>	analyze how human spatial patterns emerge from natural processes and human activities, <i>for example, tectonic forces, climate, farming, air pollution, or housing development</i>	evaluate how physical and human processes that change the physical features of the earth can affect public policy debate, <i>for example, how river damming influences the debate about electric power generation</i>

SOCIAL STUDIES: GEOGRAPHY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

2. The student understands the complex physical and human characteristics of places and regions.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
2.1 describe the natural characteristics of places and regions		
observe and describe the physical characteristics of the local area and Washington State <i>such as land-forms, bodies of water, and vegetation</i>	use observation, maps, and other tools to identify and compare the physical characteristics of places and regions <i>such as wildlife, climate, natural hazards, and waterways</i>	describe and interpret the physical processes that shape places and regions <i>such as forces from within the Earth, climate, and erosional processes</i>
2.2 describe the patterns humans make on places and regions		
observe and describe the human characteristics of the local area and Washington State, <i>for example, land-use patterns, areas of settlement, and locations of community services</i>	use observation, maps, and other tools to identify and compare the patterns humans make on places and regions, <i>for example, cultural characteristics, population characteristics, and level of economic development</i>	analyze how social, cultural, and economic influences shape the physical features of places and regions, <i>for example, farming, urbanization, trade and commerce, human migration, and transportation</i>
2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions		
describe how the people, location, history, culture, roles, and interactions of the region define the Pacific Northwest as a region, <i>for example, waterways, buildings, and languages</i>	examine the Pacific Northwest as part of the Pacific Rim region and describe differences and commonalities among countries in the Pacific Rim region <i>such as oceans, land forms, and trading partners</i>	analyze how cultural and physical features define a place locally and in other parts of the world, <i>for example, Native American names, weather patterns, landforms, political alliances, and ring of fire</i>

SOCIAL STUDIES: GEOGRAPHY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

3. The student observes and analyzes the interaction between people, the environment, and culture.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
3.1 identify and examine people's interaction with and impact on the environment		
identify choices individuals have in how they interact with the environment, <i>for example, recycling, product choice, and recreation</i>	analyze the different ways people use the environment, the consequences of use, and possible alternatives	analyze and evaluate the possible benefits and consequences of people's use of the environment, <i>for example, recreational use of national parks</i>
describe how individual behaviors alter the environment and how the environment influences the individual	explain how the actions and interactions of human societies affect and are affected by the environment	analyze how environmental knowledge and responsible action can affect species' survival
3.2 analyze how the environment and environmental changes affect people		
describe how differing environments provide varying opportunities and limits for human activity	explain how the physical environment impacts how and where people live and work	detect and interpret how changes in the physical environment enhance or diminish its capacity to support human activity
describe how people adapt to their environment to meet basic human needs and concerns <i>such as shelter, food, and use of energy</i>	examine how technology can affect people's interaction with the environment	analyze how technological innovation may both solve environmental problems and create new ones
3.3 examine cultural characteristics, transmission, diffusion, and interaction		
know that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups	identify the many groups and subcultures that may exist within a large society and how they interact	evaluate how the numerous subcultures that comprise a national culture interact and examine the consequences of their interaction
identify the ways cultural traditions are expressed through artistic creations and use of the environment, <i>for example art, clothing, and architecture</i>	explain how cultural communication contributes to societal cohesion and/or division, <i>for example, through television, books, and movies</i>	analyze how peoples' responses to public issues <i>such as equity issues, gender, or fishing rights</i> are shaped by cultural influences
recognize the positive and negative outcomes that can result when people of different cultural backgrounds interact; understand how the awareness of cultural traditions can help in cross-cultural communications	identify how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services	examine how communications technologies can bridge or impact cultures