Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 2 - Adopted: 2010

Social Studies

NCSS.1. CULTURE
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL
DIVERSITY.

CATEGORY 1.2.
LEARNING EXPECTATION 1.2.1.
Ask and find answers to questions related to culture in the contexts of school,
community, state, and region.

NCSS.2. TIME, CONTINUITY, AND CHANGE
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

CATEGORY 2.1.
LEARNING EXPECTATION 2.1.1.
The study of the past is the story of communities, nations, and the world.

LEARNING EXPECTATION 2.1.2.
Key concepts such as: past, present, future, similarity, difference, and change.

LEARNING EXPECTATION 2.1.4.
Key people, events, and places associated with the history of the community,
nation, and world.

LEARNING EXPECTATION 2.1.6.
That people view and interpret historical events differently because of the times
in which they live, the experiences they have, and the point of view they hold.

LEARNING EXPECTATION 2.1.7.
That historical events occurred in times that differed from our own, but often
have lasting consequences for the present and future.

NCSS.2. TIME, CONTINUITY, AND CHANGE

CATEGORY 2.2.
LEARNING EXPECTATION 2.2.1.
Ask and find answers to questions related to the past in school, community,
state and regional contexts.

LEARNING EXPECTATION 2.2.4.
Describe examples of cause-effect relationships.

NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND Environments.

CATEGORY  3.1.  KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION  3.1.3.  Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION  3.1.4.  Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.

THEME  NCSS.3.  PEOPLE, PLACES, AND ENVIRONMENTS

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

CATEGORY  3.2.  PROCESSES - Learners will be able to:
LEARNING EXPECTATION  3.2.1.  Ask and find answers to geographic questions related to the school, community, state, region, and world.

THEME  NCSS.4.  INDIVIDUAL DEVELOPMENT AND IDENTITY

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.

CATEGORY  4.3.  PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION  4.3.4.  Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.

THEME  NCSS.5.  INDIVIDUALS, GROUPS, AND INSTITUTIONS

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

CATEGORY  5.1.  KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION  5.1.2.  Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

THEME  NCSS.1.  CULTURE

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY  1.2.  PROCESSES - Learners will be able to:
LEARNING EXPECTATION  1.2.1.  Ask and find answers to questions related to culture in the contexts of school, community, state, and region.

THEME  NCSS.2.  TIME, CONTINUITY, AND CHANGE

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

CATEGORY  2.1.  KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION  2.1.1.  The study of the past is the story of communities, nations, and the world.
LEARNING EXPECTATION 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change.

LEARNING EXPECTATION 2.1.4. Key people, events, and places associated with the history of the community, nation, and world.

LEARNING EXPECTATION 2.1.6. That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.

LEARNING EXPECTATION 2.1.7. That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY 2.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 2.2.1. Ask and find answers to questions related to the past in school, community, state and regional contexts.
LEARNING EXPECTATION 2.2.4. Describe examples of cause-effect relationships.

THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY 3.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 3.1.3. Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION 3.1.4. Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.

THEME NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY 4.3. PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION 4.3.4. Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY 5.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.
Grade 4 - Adopted: 2010

**THEME**  
NCSS.1. CULTURE

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

**CATEGORY** 1.2. PROCESSES - Learners will be able to:

**LEARNING EXPECTATION** 1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region.

**THEME**  
NCSS.2. TIME, CONTINUITY, AND CHANGE

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**CATEGORY** 2.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION** 2.1.1. The study of the past is the story of communities, nations, and the world.

**LEARNING EXPECTATION** 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change.

**LEARNING EXPECTATION** 2.1.4. Key people, events, and places associated with the history of the community, nation, and world.

**LEARNING EXPECTATION** 2.1.6. That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.

**LEARNING EXPECTATION** 2.1.7. That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.

**THEME**  
NCSS.2. TIME, CONTINUITY, AND CHANGE

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**CATEGORY** 2.2. PROCESSES - Learners will be able to:

**LEARNING EXPECTATION** 2.2.1. Ask and find answers to questions related to the past in school, community, state and regional contexts.

**LEARNING EXPECTATION** 2.2.4. Describe examples of cause-effect relationships.

**THEME**  
NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

**CATEGORY** 3.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION** 3.1.3. Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.

**LEARNING EXPECTATION** 3.1.4. Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.

**THEME**  
NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS

**DEFINITION**  
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

**CATEGORY 3.2.** PROCESSES - Learners will be able to:

**LEARNING EXPECTATION 3.2.1.** Ask and find answers to geographic questions related to the school, community, state, region, and world.

**THEME NCSS.4.** INDIVIDUAL DEVELOPMENT AND IDENTITY

**DEFINITION** SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.

**CATEGORY 4.3.** PRODUCTS - Learners demonstrate understanding by:

**LEARNING EXPECTATION 4.3.4.** Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.

**THEME NCSS.5.** INDIVIDUALS, GROUPS, AND INSTITUTIONS

**DEFINITION** SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

**CATEGORY 5.1.** KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION 5.1.2.** Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

### National Geography Standards (NGS)

**Social Studies**

**Grade 2 - Adopted: 2012**


The World in Spatial Terms

How to use mental maps to organize information about people, places, and environments in a spatial context

Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions

Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

Identify and describe differences in students’ sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

Places and Regions

The physical and human characteristics of places

The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations

Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

Identify and describe the defining characteristics of the student’s community as a place.

Places and Regions
How culture and experience influence people's perceptions of places and regions

The Perception of Places and Regions: People can have different views of the same places and regions

Describe how people view places in their community differently, as exemplified by being able to

Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

The characteristics, distribution, and migration of human populations on Earth's surface

Migration: People move for a variety of reasons

Describe how people and places change as a result of migration, as exemplified by being able to

Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).

The characteristics, distribution, and complexity of Earth's cultural mosaics

Characteristics of Culture: A culture has distinctive characteristics

Identify and describe the characteristics of a culture, as exemplified by being able to

Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.

The patterns and networks of economic interdependence on Earth's surface

Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people

Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to

Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).

How human actions modify the physical environment

Modification of the Physical Environment: People modify the physical environment

Identify and describe ways in which humans modify the physical environment, as exemplified by being able to
Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

**ESSENTIAL ELEMENT** NGS.ES.
**STANDARD** ES.14.
**STRAND** ES.14.1.
**BENCHMARK** ES.14.1.A.1.
**EXPECTATION** ES.14.1.A.3.

Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

**ESSENTIAL ELEMENT** NGS.ES.
**STANDARD** ES.15.
**STRAND** ES.15.1.
**BENCHMARK** ES.15.1.A.
**EXPECTATION** ES.15.1.A.1.

Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

**ESSENTIAL ELEMENT** NGS.UG.
**STANDARD** UG.17.
**STRAND** UG.17.1.
**BENCHMARK** UG.17.1.A.
**EXPECTATION** UG.17.1.A.2.

Identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).

**National Geography Standards (NGS)**

**Social Studies**

**Grade 3 - Adopted: 2012**

**ESSENTIAL ELEMENT** NGS.WST.
**STANDARD** WST.2.
**STRAND** WST.2.4.
**BENCHMARK** WST.2.4.A.
**EXPECTATION** WST.2.4.A.1.

Identify and describe differences in students’ sketch maps of their
community, including differences in details on their maps, scale, labels, location of features, etc.

**EXPECTATION** WST.2.4.A.3. Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

**ESSENTIAL ELEMENT** NGS.PR. Places and Regions

**STANDARD** PR.4. The physical and human characteristics of places

**STRAND** PR.4.1. The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations

**BENCHMARK** PR.4.1.A. Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

**EXPECTATION** PR.4.1.A.2. Identify and describe the defining characteristics of the student’s community as a place.

**ESSENTIAL ELEMENT** NGS.PR. Places and Regions

**STANDARD** PR.6. How culture and experience influence people's perceptions of places and regions

**STRAND** PR.6.1. The Perception of Places and Regions: People can have different views of the same places and regions

**BENCHMARK** PR.6.1.A. Describe how people view places in their community differently, as exemplified by being able to

**EXPECTATION** PR.6.1.A.2. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**ESSENTIAL ELEMENT** NGS.HS. Human Systems

**STANDARD** HS.9. The characteristics, distribution, and migration of human populations on Earth's surface

**STRAND** HS.9.3. Migration: People move for a variety of reasons

**BENCHMARK** HS.9.3.C. Describe how people and places change as a result of migration, as exemplified by being able to

**EXPECTATION** HS.9.3.C.2. Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).

**ESSENTIAL ELEMENT** NGS.HS. Human Systems

**STANDARD** HS.10. The characteristics, distribution, and complexity of Earth's cultural mosaics

**STRAND** HS.10.1. Characteristics of Culture: A culture has distinctive characteristics

**BENCHMARK** HS.10.1.A. Identify and describe the characteristics of a culture, as exemplified by being able to

**EXPECTATION** HS.10.1.A.3. Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.

**ESSENTIAL ELEMENT** NGS.HS. Human Systems

**STANDARD** HS.11. The patterns and networks of economic interdependence on Earth's surface

**STRAND** HS.11.4. Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people

**BENCHMARK** HS.11.4.A. Describe and analyze different modes of transportation and communication
used to move people, products, and ideas from place to place, as exemplified by being able to describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).

**EXPECTATION** HS.11.4.A.3. Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).

**ESSENTIAL ELEMENT** NGS.ES. Environment and Society
**STANDARD** ES.14. How human actions modify the physical environment
**STRAND** ES.14.1. Modification of the Physical Environment: People modify the physical environment
**BENCHMARK** ES.14.1.A. Identify and describe ways in which humans modify the physical environment, as exemplified by being able to identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

**EXPECTATION** ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

**ESSENTIAL ELEMENT** NGS.ES. Environment and Society
**STANDARD** ES.14. How human actions modify the physical environment
**STRAND** ES.14.2. The Use of Technology: People use technology to get what they need from the physical environment
**BENCHMARK** ES.14.2.A. Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

**EXPECTATION** ES.14.2.A.3. Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

**ESSENTIAL ELEMENT** NGS.ES. Environment and Society
**STANDARD** ES.15. How physical systems affect human systems
**STRAND** ES.15.1. Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
**BENCHMARK** ES.15.1.A. Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

**EXPECTATION** ES.15.1.A.1. Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

**ESSENTIAL ELEMENT** NGS.UG. The Uses of Geography
**STANDARD** UG.17. How to apply geography to interpret the past
**STRAND** UG.17.1. Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
**BENCHMARK** UG.17.1.A. Describe the geographic context in which a historical event occurred, as exemplified by being able to identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).
National Geography Standards (NGS)
Social Studies

Grade 4 - Adopted: 2012

ESSENTIAL ELEMENT  NGS.WST. The World in Spatial Terms
STANDARD  WST.2. How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND  WST.2.4. Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK  WST.2.4.A. Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to
IDENTIFY and describe differences in students’ sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.
EXPECTATION  WST.2.4.A.3. Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

ESSENTIAL ELEMENT  NGS.PR. Places and Regions
STANDARD  PR.4. The physical and human characteristics of places
STRAND  PR.4.1. The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK  PR.4.1.A. Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
IDENTIFY and describe the defining characteristics of the student’s community as a place.
EXPECTATION  PR.4.1.A.2. Describe how people view places in their community differently, as exemplified by being able to

ESSENTIAL ELEMENT  NGS.HS. Human Systems
STANDARD  HS.9. The characteristics, distribution, and migration of human populations on Earth's surface
STRAND  HS.9.3. Migration: People move for a variety of reasons
BENCHMARK  HS.9.3.C. Describe how people and places change as a result of migration, as exemplified by being able to
IDENTIFY and describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).
Human Systems

The characteristics, distribution, and complexity of Earth's cultural mosaics

Characteristics of Culture: A culture has distinctive characteristics

Identify and describe the characteristics of a culture, as exemplified by being able to

Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.

The patterns and networks of economic interdependence on Earth's surface

Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people

Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to

Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).

Environment and Society

How human actions modify the physical environment

Modification of the Physical Environment: People modify the physical environment

Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

The Use of Technology: People use technology to get what they need from the physical environment

Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to

Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities

Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to
Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

ESSENTIAL ELEMENT NGS.UG. The Uses of Geography

STANDARD UG.17. How to apply geography to interpret the past

STRAND UG.17.1. Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past

BENCHMARK UG.17.1.A. Describe the geographic context in which a historical event occurred, as exemplified by being able to identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).

EXPECTATION UG.17.1.A.2.

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