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A Peace Education-Based Social Studies Curriculum for Fourth Grade

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A Peace Education-Based Social Studies Curriculum for Fourth Grade

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Abstract

Research suggests that teaching social-emotional competencies through peace education, along with academic material, can create positive attitudes and behaviors in students and foster a positive school climate. Further, through curricula that employ peace education practices, students obtain skills, knowledge, and attitudes that prepare them for college, career, and civic duty. The focus of this project is the development of a fourth-grade curriculum that integrates social studies and social-emotional skill building, while aligning to the district’s English Language Arts standards. Lessons and project-based materials are utilized to instruct students throughout the curriculum by immersing them in an authentic and engaging learning environment with the goal of increasing students’ social emotional skills and peace education competencies. The curriculum’s effectiveness will be measured through formative and summative assessment and student completion of pre- and post-surveys that measure student gains in social awareness, responsible decision making, and environmental stewardship in the context of the content covered and within their own lives.
A Peace Education-Based Social Studies Curriculum for Fourth Grade

With the pervasiveness of violence that currently exists in United States, now, more than ever, there is a need for a culture of peace. People learn violent behavior from parents, friends, teachers, cultural norms, social institutions, and the mass media (Harris, 2003). To combat this, schools play a critical role in promoting change toward a more peaceful society. The curricula that schools develop should allow students to not only gain factual knowledge, but also social-emotional skills, such as forming empathic connections and social awareness (McLeod, 2014). As the world and society evolves, so should the education of students to better prepare them for the future.

The integration of peace education into schools is the first step in creating a culture of peace among students. Peace education skills help to promote meaningful relationships within schools. However, this occurs only when these skills are introduced through curriculum content, instructional practices, and the learning environment (Chubinidze, 2004). The following curriculum takes these variables and focuses on helping students answer the essential questions of who they are, how they connect to others, and how they can make an impact on society throughout their elementary school career and beyond.

**Literature Review**

When individuals hear about peace education, they might envision it as simply being taught how to get along; however, it is more than that. Peace education requires helping students understand how to work together to solve problems, as well as how to honor human rights and display respect as they interact with others (Harris, 2003). Having students participate in a peace-focused curriculum prepares students for life outside of the classroom.
In education’s early years, teaching was considered a whole-person affair; not limited to one discipline or subject. As Aristotle once said, "Educating the mind without educating the heart is no education at all.” Peace education fits this ideology of teaching the whole child perfectly. As McLeod (2014) notes, peace education methodology is focused on fostering knowledge, values, and skills that enhance students’ ability to be active participants in social justice. Students embrace ideas of community building through collaborative lessons, problem solving, and critical thinking opportunities. Peace education fosters students’ feelings of empathy and emotions of determination to bring change. It empowers students to want to make a difference.

Further, peace education helps students to reframe their understanding of history by challenging them to critically examine what has happened in the past and consider how these events could have been avoided or changed. Thus, when implementing peace education, social studies can be an appropriate subject to integrate these themes. As social studies encompass a broad area of subjects, such as geography, history, economics, human rights, culture, and diversity, implementation of peace education provides a unique opportunity to enhance standard curricula. Aligning peace education and social studies allows students to look beyond the facts and become critical thinkers (Greenstein, 2012). Thus, students’ learning experiences expand beyond a single subject matter to a more holistic modality.

History gives students a way to learn about the identity of others, while also providing them the opportunity to self-reflect and learn more about themselves. By examining cultural and historical narratives that differ from one’s own, peaceful methods of engaging and resolving conflict are developed (Feldt, 2008). Combining peace education with social studies allows for a culturally relevant curriculum in which students relate what they are learning to their experiences
within their own cultural context. Social studies provide students the opportunity to learn about their place in the world through exploration of societal changes, economics, citizenship, and many other topics (Dhandhania, 2016). Additionally, students learn about the diversity of society and how to respect the ideas and values of others, while simultaneously examining their own beliefs and values. Therefore, through an integrated social studies and peace education curriculum, students not only dive deeper into social studies concepts, but also develop peace-minded skills and social-emotional competencies. These social-emotional learning (SEL) competencies promote students’ ability to identify their emotions, while also teaching them how to self-regulate their emotions in different scenarios (Dusenbury et al., 2015). Students can use this knowledge to help them understand and manage conflict in their own lives and use this lens to view conflicts that arose throughout history.

The goal of social-emotional learning is to foster the development of five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2005). These five competencies align with the goals of a peace education curriculum through self-identification of students’ character and working toward conflict resolution skills in relationships. Students learn how to self-manage and become intrinsically motivated to be lifelong learners. The benefits of SEL instruction have been well documented in the literature (Durlak, et al., 2011) and include improved student wellbeing, academic success and graduation rates.

As Larmer (2008) writes, project-based learning “can connect students and schools with their communities, make history more relevant, and foster democratic citizenship” (p. 20). When the five SEL competencies are fostered through the integration of social studies and project-based learning, one of several peace pedagogies, student learning is enriched and deepened. In
other words, when students are completing these projects, they are not only learning social studies content, but also producing authentic products that allow students to conduct investigations about history and themselves (Lo, 2018). Through self-awareness, students learn to be reflective of their own beliefs and values. Students are also able to identify groups, such as families and communities, throughout history and those in their own lives that have similar backgrounds. Students can practice goal setting and expand on their own interests. Self-management pairs well with project-based learning, as students experience planning, goal setting, time management, and motivation. As students become more socially aware, they begin to develop a respect for diversity and different cultures. Additionally, they start to understand the perspectives of others rather than be quick to judge those who hold differing views. Relationship skills are built while students are required to collaborate on projects, become critical thinkers, and solve problems. Students learn about relationships of the past and how communication between different groups is vital to prevent violence. Finally, responsible decision making is enhanced through students’ practice and learning about historical figures who had to make choices, both good and bad, and their consequences.

Through the integration of peace education with a social studies curriculum designed around project-based learning, students gain positive interpersonal skills while examining intrapersonal skills through a historical lens. When completing the curriculum projects, students participate in authentic scenarios that foster perspective taking, community building and citizenship that prepare them for their future role in a democratic society.

**Rationale Statement**

Eastern York School District currently has a lack of social studies curricula at the K-5 level. Though proficiency scales exist, they are rarely opened, let alone used, throughout the
district. Teachers often argue that they do not have the time to teach social studies, as it is not a state-tested subject. Thus, social studies becomes a task to be completed only after preparing students for state-testing or if the teacher can find the time.

To address this time-constraint issue, the social studies projects and lessons will be integrated into the ELA curriculum and completed throughout each marking period. This should help alleviate the stress of teachers worried about finding extra time to allocate to social studies and address concerns about the curriculum being “just another thing to do.”

Integration of curriculum is not only a time saver for teachers, but also benefits students by promoting real-world learning. The problems that students experience in life post-education are not typically tied to specific subject areas and, often, students will pull from multiple subjects to become critical problem-solvers. Further, the expertise that students develop through multifaceted instruction strengthens the neuronal pathways related to learning, allowing for a transference of skills across content areas (LeBlanc & Kappus, 2015). Thus, an integrative social studies curriculum fosters and enhances the internal dialogue used by students when faced with problem-solving.

Further, with increasing advances in technology and high-speed internet, access to a wealth of information is becoming more readily available for students. The direct instruction of various social studies facts (e.g., dates, public figures, etc.), is less necessary than learning application of information to real-world scenarios. So, rather than creating multiple units to teach students factual history, students will be given the opportunity to utilize technology and apply real-world learning through a project-based designed curriculum. Project-based learning fosters the development of 21st century skills, such as critical thinking, communication, and collaboration, and offers students the opportunity to present their learning in a myriad of ways.
There is little, if any, SEL instruction in the district currently. We want to ensure that our students successfully obtain the academic instruction they require to be successful in the future. However, we also want to build students who can “interact in socially skilled and respectful ways with their families, peers, and school staff and community members; to practice safe and healthy behaviors; and to develop work habits and dispositions for college, career, and life success” (Durlak, et al., 2017, pg. 5). There are countless amounts of benefits to incorporating the SEL competencies into instruction, such as positive attitudinal and behavioral effects (Durlak, et al., 2007). These effects can lead to more engagement in the classroom, a positive school climate, and empowering students with a willingness to want to bring change to the world.

**Knowledge, Attitudes/Values, and Skills**

Throughout the fourth-grade unit lessons, students will develop new knowledge, values, and skills to become peacemakers. Carter (2005) developed an extensive list of knowledge, dispositions [attitudes/values], and skills standards for students and educators that are used widely in the field of education. These standards show the change in what students understand about peace and how they display this knowledge both in and out of the classroom. Drawn from Carter’s (2005) peace education standards are the following selected knowledge, values, and skills that students in fourth grade will develop as a result of completing the curriculum and the two culminating projects (i.e., National Parks Project and Create Your Own State) that serve as summative assessments. Table 1 depicts the knowledge, attitudes/values, and skills that students will gain through these lessons.
Table 1

Knowledge, Attitudes/Values, and Skills Standards Measured in Fourth Grade Curriculum

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<tr>
<th>Knowledge</th>
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<td>Consumerism</td>
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<td>Commitment, and Respect</td>
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<td>Skills</td>
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<td>Analysis of Communication</td>
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<td>Environmental Stewardship Restoration</td>
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<td>Envision of Peace</td>
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The following list delineates the knowledge, attitudes/values, and skills for the National Park Project and the Create Your State Project.

Knowledge

- **National Park Project**
  - Environmental Stewardship
    - Throughout the lessons leading up to their project, students will learn the importance of having environmental stewardship. They will learn why there are federal laws in place to protect land and water. Students will also learn how to care for the environment while learning about decomposition and other concepts of environmental conservation.
  - Consumerism
    - Students will demonstrate their knowledge in consumerism while trying to get others to come to their national park through a brochure. Students will
also explain how they will continue to upkeep their park so that others will want to come and enjoy their park.

○ Contextual Awareness

■ Throughout the lessons, students will learn about the history of the National Park System and Theodore Roosevelt. They will learn about conservation and why it is a priority for our nation to protect and preserve land.

● Create Your State Project

○ Democratic Processes

■ Students will show democratic decision making while creating their own states. They will be required to work together and be open to different ideas. Their states will also need to have democratic policies in place, similar to those of the Pennsylvania Colony.

○ Contextual Awareness

■ Before creating their own states, students will gain knowledge in the history of Pennsylvania. They will be able to identify and define who William Penn is and what a Quaker is. Students will also read over the Pennsylvania Constitution and the Constitution of the United States of America to help them understand the democratic process and the importance of individual freedom.

○ Self-Awareness

■ Students will display awareness of themselves through their state project by displaying their values and beliefs in their state. They will also have to
work in groups, which could lead to conflict. Students will have to understand themselves to be able to share their ideas with others and effectively handle conflicts when they arise.

**Attitude and Values**

- **National Park Project**
  - Concern
    - Students will develop an attitude of concern for the environment through learning about decomposition and human impact.
  - Service
    - Through this project, students will display a value of serving the environment and wanting to make a difference ecologically.
  - Connectedness to Environment
    - Students will gain a connectedness to the environment that is similar to an empathic relationship. By learning about human impact can cause to the environment, students will display empathy in wanting to protect the environment.

- **Create Your State Project**
  - Commitment
    - Students will learn to display an attitude of commitment towards a peaceful future. While creating their state, they are designing a place that is committed to peace in the present and in the future.
  - Respect
While creating their own state, students will begin to display a value of respect for others who hold differing views and standards. Their state should be welcoming to all and their state laws should reflect that value.

Skills

- **National Park Project**
  - Community Partnership
    - Students will learn more about the National Park Service and the services they provide to visitors of the parks.
  - Analysis of Communication
    - Through the completion of a group project, students will gain skills in communication. Students will learn how to be active listeners in these groups. They will also have to keep in mind multiple perspectives when creating their solutions for their national parks. They will have to keep in mind how they can encourage guests to respect the parks, while also promoting more visitors.
  - Environmental Stewardship
    - Students will have to create a plan that promotes taking care of the environment in these parks.
  - Restoration
    - By completing this project, students will create a way to restore nature that has been damaged by humans. Students will learn what steps need to be taken to protect land.

- **Create Your State Project**
○ Analysis of Communication
  ■ Students will be working in groups to create their states. They will need to work together, listening to each other’s opinions and ideas about what their states will contain. Their state will have to be welcoming to all people, no matter their background, and they will need to communicate that in some manner.

○ Envision of Peace
  ■ While creating their own state, students will need to create an environment of peace both for the present moment and in the future. Their state constitution will express a vision of peace.

  **Fourth Grade Curriculum**

  **Specific Lesson Outline: Fourth Grade**

  Students’ first project of the year will focus on conservation and national parks. The work that students complete for this project helps them understand about conservation, stewardship, and respecting the environment. These competencies will be developed through a variety of tasks. Additionally, to complement their learning, students will be encouraged to visit a local national park, if possible, or will be provided with the alternative of virtually visiting a national park. Students will be informed that, through the Federal Land Management agencies’ initiative *Every Kid Outdoors*, fourth grade students and their families have access to free passes for entry into national parks.

  To initiate their understanding of conservation in relation to national parks, students will begin the first lesson (See Appendix A.) by learning the definition of stewardship. They will be challenged to think about areas in which they see stewardship in their daily lives. Further,
students will be informed that stewardship of the planet requires keeping it clean and caring for it. The harmful effects of human impact on the environment will also be examined at this time. This concept will be illustrated through students viewing a brief clip from Dr. Seuss’ *The Lorax*, as well as looking at pictures to pick out the pieces of human impact they see displayed.

During the second lesson (See Appendix B.), students will learn about federal lands and waters that are protected by law. They will be able to virtually tour a national park and identify the national parks closest to their homes. Also, students will learn about Theodore Roosevelt, the start of the national park system, and its contributions to American history.

The third week of this curriculum (See Appendix C.) will focus on the purpose of national parks. Students will learn and discuss ways that national parks help provide clean air, water, food, and provide habitats for wildlife. Additionally, students will examine the importance of national parks as places for people to learn about the environment, history, and culture. Thus, students will come to understand that parks serve both recreational and educational purposes.

As students move into the fourth week of lessons (See Appendix D.), the importance of protecting the land will be taught. Students will learn that protecting lands enhances ecosystems’ survival and allows for history to live on. They also will learn the seven principles of the *Leave No Trace Program* to understand how they can protect and conserve land, both when visiting parks and on a day-to-day basis. To wrap up their knowledge on national parks, students will examine how not all guests respect national parks, resulting in issues such as an overabundance of garbage (See Appendix E.). Students will discuss concepts such as decomposition and discover how long trash takes to be broken down. Finally, students will read about times when the government has shut down and parks have been destroyed.
To combine everything they have been taught and display their knowledge, students will work over the course of the next few weeks protecting an invented national park (See Appendix F.). Students will each receive a description of a fictitious national park that is having problems. Some of these issues include park visitors polluting the park by not properly disposing of trash, hunting and fishing, vandalizing/graffitiing park landmarks, taking home plants, camping in areas that disrupt wildlife, and not using the restroom facilities appropriately. Thus, what was once a beautiful park is being destroyed, and it will be up to the students to work in teams of three to create an action plan to address these problems. They will create a brochure to share information about their park, rules and regulations within the park, and the consequences for violating park rules.

During the second half of the year students will be involved in learning about the history of Pennsylvania to encompass the theme of the “Story of Us”. Students will spend time learning about William Penn and the start of Pennsylvania. They will learn about the Quakers and their message of peace, as well as religious freedom and how this differed from the other colonies by comparing the Puritans and Pilgrims to the Quakers. Additionally, students will explore the original people of Pennsylvania and the peace treaties that were signed. Then, students will look at the Constitution to understand the Bill of Rights to learn the importance of personal freedoms.

Finally, students will participate in a project-based learning assignment in which they create their own state using their knowledge of the foundation of Pennsylvania and other concepts discussed. Working in small groups, students will design the layout of their state such as any national parks, where the capital will be located, and any other important components. Students will create a constitution for their state and set up their government system. This will be based on the information they have acquired about the governments of Pennsylvania and the
United States of America. Their state will also have to model a message of peace and how they plan to promote peace in the future. Finally, students will present their projects in a format of their choosing (e.g., video, slideshow, poster, etc.) to all the fourth-grade students.

**Assessments/Outcomes**

To ensure the success of the curriculum as it is implemented over time, a variety of evaluative assessments will be utilized. First, students will start the National Parks Project by taking a pre-assessment (See Appendix G). At this time, students will be presented with hypothetical scenarios and asked to respond regarding how they would react to the various situations. The scenarios have been designed to reflect situations students may commonly experience (e.g., exposure to bullying, utilizing free time in the classroom, etc.). Based on students’ responses, teachers will gauge students’ skills in social awareness, responsible decision making, and environmental stewardship. After completion of the final project, students will retake the survey, giving teachers the opportunity to assess students’ application of SEL competencies in their real-life decision-making.

Additionally, following the final project, students will present their brochures and explain their solutions to the problems their fictitious park was facing. Students will be assessed on this project with a rubric (See Appendix H.). This rubric will be similar to the learning progression introduced to students prior to the start of the project. While completing the lessons, students will navigate the learning progression, starting with understanding basic knowledge, followed by practicing implementation of knowledge, and culminating in conscious decision making regularly to use skills and knowledge gained. Subsequently, the rubric used to assess their final project will allow the teacher to determine students’ level of learning progression for the individual skills they have been working to develop. The rubric will also assess social awareness
of students, responsible decision making, and environmental stewardship skills they have gained over the course of the project. By assessing students with both the rubric and the pre/post-surveys, data can be triangulated, allowing measurement of growth based on both teacher observations and student responses.

As students complete each lesson, an “exit ticket” strategy will be used to demonstrate their learning. Due to the difficult nature of assessing students’ attitudes solely through external observation, journals will be utilized for students to express their thoughts and opinions on concepts. As Greenstein (2012) notes, “Journals can provide a window into a student’s thinking and learning”. Additionally, different modalities can be used for journaling, such as notebooks or shared folders created on devices, making it a versatile method for evaluation. Teachers will need to review journals regularly to assess students’ progress on obtaining specific skills, knowledge, and attitudes outlined for the projects. For example, during week four (See Appendix D.) students are asked questions to demonstrate factual knowledge gained (e.g., What is decomposition?), as well as initial thoughts about their own impact and connectedness to the environment (e.g., How can you protect the environment?).

Another method of evaluation will be peer review. Throughout the projects, students will be asked to work in groups and complete assessments regarding the group’s efficacy, giving students a new perspective on working with peers (Greenstein, 2012). Students will evaluate their groups based on collaboration, problem solving, and critical thinking. For example, during week three (See Appendix C.), students work in groups to create posters. After presentation of the posters, students will assess the collective contributions of the group and its level of success. They will need to consider factors including the distribution of the workload amongst the group, the consideration of opinions across the group, and the supportive engagement within the group.
Completing this reflective evaluation will also benefit students in the future. By considering the strengths and weaknesses of their groups, students can apply their evaluations to enhance future group work.

**Recommendations for Continuation**

The work does not end with this fourth-grade curriculum; in fact, this is only the first step in helping students create a peaceful culture in their lives both in and out of the classroom. Once the curriculum is implemented, there are further steps that should be taken to broaden its success beyond just one grade level to all K-5 grade levels in the school.

**K-5 Grade Curriculum**

The peace-informed social studies curriculum created will be used for students from the kindergarten to 5th grade in the same school district. Students will participate in meaningful capstone projects throughout each marking period, building on skills they are learning in ELA, as well as growing peace-mindedness and social-emotional learning. The curriculum will be shared in documents that teachers will have access to, adding comments and editing lessons as they teach the curriculum material. Their voices are important in making sure the curriculum stays relevant and engaging for students.

The district using this curriculum will follow a “teach the teacher” policy, in which the curriculum will be implemented in one to two teachers’ classrooms per grade level so they can work out initial difficulties and become competent in the curriculum. Then, these teachers will work closely with the curriculum supervisor, who will check into the classrooms implementing the lessons. Conversations between the supervisor and teaching staff will allow the team to decide if lessons are age-appropriate, engaging, and if there is a change in attitude in the students. After the first year of lessons has been completed, the team will present the curriculum
to the rest of the faculty to begin implementation school-wide. At that time, teachers will have the opportunity to ask questions and receive support from the curriculum supervisor and teachers who have already familiarized themselves with the material.

Furthermore, during the first year of implementation, the district staff who are not directly teaching the curriculum will begin training in peace education. The training will be crucial to ensure that teachers are advocating for peace through the lessons and in their classrooms daily. Training sessions should be continuous throughout the course of the year and in the years following initial implementation. This allows teachers to internalize the district’s perspective of taking the new material seriously and to avoid the perception that the curriculum is burdensome or unnecessary.

Overview

The five SEL competencies are spread throughout the curriculum, so that students can grow in these areas over each grade level. Additionally, the curriculum lessons support each other across the grades. So, for example, while kindergarten students are recognizing and learning about themselves, students in the 5th grade are looking at relationships among groups of people and how differences in self-identification can cause conflicts between individuals.

Kindergarten

Students in Kindergarten will work on understanding “Myself and Others”. Throughout the year, students will gain self-awareness skills and develop an understanding of “what makes me, me”. The beginning of the year will focus heavily on creating a respect for self and others, while students get to know each other and learn about the purpose and function of school. Students also will learn cooperative skills when working together and building relationships. This grade level will then focus on the role of authority in school as well as at home. Students
will tour the principal’s office and have the opportunity to interview the principal to learn more about this authoritative role. Finally, the year will end with students beginning to discuss wants and needs.

**First Grade**

Our first-grade students will be focusing on the theme of “Family”. At the beginning of the year the focus will continue to be self-awareness skills as they are reflective on their own family and cultural background. As the year progresses, students will work on self-management skills while learning what conflict it is and how it can be resolved. Students will have the opportunity to role play situations of conflict that are seen in their classroom or at home in order to work together to create solutions. Students will study problems or dilemmas they have faced in their own lives as well as some historical problems to learn a multitude of ways to solve conflict. The year will wrap up with students developing an understanding of the word equality and what it means to treat everyone fairly and respectfully.

**Second Grade**

“Community” is the theme that second grade students will be focusing on throughout the year. Students will build social awareness while diving deeper into rules and consequences. Students will oversee the creation of a classroom vision and code of conduct so they can begin to understand why rules are important and how they are created. They will head out into the community to learn about public service and the different businesses surrounding their school. Their relationship skills will grow through discussion and practice of citizenship responsibilities. At the end of the year, students will create their own community, designing it with a geographic and economic understanding.

**Third Grade**
Students in third grade will explore the theme of “One’s Story.” Over the first marking period, students will rediscover themselves through a timeline project to foster greater self-awareness. Throughout the school year, students will begin to have more of a global perspective as they are introduced to the different continents and countries of the world. Students will spend time learning about their own geographic location and the geography of the 50 U.S. states. Students will begin to discuss the interactions between people and the environment, and how they are interdependent. Additionally, students will learn social awareness as they discuss population, culture, settlements, economics, and activities of different nations. This will involve learning about historical figures and the decisions they made to evoke change. They will examine multiple perspectives to understand that, although everyone might not agree, changes can happen over time.

**Fourth Grade**

In fourth grade students focus on “The Story of Us.” Students will learn about the importance of conservation and respecting the environment. They will have the opportunity to explore how to be good stewards of the environment by creating an action plan to protect a park from potential pollution and other deterioration as a result of visitors. Students will also learn the history of Pennsylvania and then have the opportunity to create their own state offering some of the freedoms based on those that the original colony first instated. The curriculum provided in this paper represents the lessons that fourth graders will partake in throughout the year. Fourth grade is a state testing year in Pennsylvania, with students taking the Reading, Math, and Science PSSAs, so students in this grade will complete two capstone projects over the course of the four marking periods. The first of those projects will have students study the national park system and then create solutions to help a park through its various issues such as vandalism, pollution, and
other forms of human impact. The second project will allow students to learn about the state of Pennsylvania and then create their own state, modeling it after the freedoms and peace practices that were a part of the colony’s original founding.

**Fifth Grade**

“Interactions” is the theme that students in the fifth grade will have throughout the year. The focus will be on interdependence and human interaction throughout time. Students will increase their understanding of how different groups influence each other while learning about conflict and cooperation. They will then dive through the beginning of America’s history to make connections to their own lives, while growing in knowledge of continuity and change. Students will study both the road to the Revolutionary War and the war itself to learn about decision-making and what to do with choice. This will lead to a discussion about different ways to resolve conflict in a historical setting as well as in their own lives. Following this, students will learn about the measures our country has in place (e.g., three branches of government) to ensure a balance of power. Students participate in a simulation of government to see how bills are passed and national problems are solved.

To ensure the success of the entire K-5 curriculum as it is implemented over time, assessments at both the teacher and student levels will be necessary. At an age appropriate level (2nd-5th grade), students will keep journals as a means of formative assessment. Students will journal each time they work on projects, either before, after, or both. These journal entries will oftentimes be prompted to guide students in their writing. However, what they will write about will display of their thinking and what they are experiencing while going through these lessons. Through journaling, teachers, as well as myself and the curriculum supervisor, will be able to gain a better understanding of the thinking and learning of students (Greenstein, 2012). Through
analysis of the journal entry themes, we can determine if instruction needs to be adapted in a different way to reach the goals of the curriculum.

Students will also participate in interviews/conversations with their teacher, as well as myself, to determine any shift in their attitudes. These conferences allow students to explain the knowledge they have gained and guides teachers in planning the next steps in the curriculum or making any needed changes (Greenstein, 2012). Due to the time constraint that conferencing can place on teachers, this is not a strategy that will be used often throughout the curriculum; however, and it will be important to use at the beginning and end to show any changes that students are displaying. It will also allow students’ voices to be heard in these lessons about adaptations that can be made to lessons and understanding what students liked about these projects.

Throughout the process, I would also like to ask teachers to be self-reflective of themselves and these lessons. As Joseph and Duss (2009) note, “Peace educators are individuals who have done their inner work and their spiritual preparation and their own attempts at peace” (p. 194). Though the lessons are for students, teachers should also be advocates for peace and change. While teaching these lessons, I would like to provide check-ins with teachers to ask them similar questions that they are asking their students to see their own growth and understanding. This will also give me the opportunity to make sure appropriate changes are made to the curriculum as teachers implement these lessons.

Though change might not be immediate, peace educators should be motivated by the notion to do something about the violent nature of our society and building a peaceful culture with students (Lin, Brantmeier, & Bruhn, 2008). Through the continual implementation of this curriculum in Kindergarten to 5th grade, teachers should begin to evaluate more change in
attitude and behaviors as students move throughout the lessons each year. The change might not be immediate, but rather more gradual and long-term. Furthermore, it is pivotal to ensure that teachers are receiving continual support and training. In order to keep curriculum relevant, teachers need to be trained in diversity and grow professionally.

The curriculum will also need to be part of an improvement cycle so that it can be edited continuously. It will never be a “perfect” curriculum, so time should be dedicated for teachers to meet and work together. Then, they can adapt and create lessons that will keep the curriculum relevant and engaging for students based on the training they are receiving as well as what they are experiencing in the classroom. Finally, the peaceful atmosphere should extend beyond the classroom. Administrators and teachers will need to work together to create a building atmosphere of peace that creates a chain reaction reaching into the students’ homes and community. Though this curriculum starts in only one district, it only takes one person to make a difference.
References


doi:10.1080/13642520802002273


https://doi.org/10.1016/j.sbspro.2014.09.303

Week One: Stewardship

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<tr>
<td>✓ Environmental Stewardship</td>
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<td>✓ Community Partnership</td>
<td>✓ Self-Awareness</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Responsible Decision Making</td>
</tr>
</tbody>
</table>

Resources and Materials:
- Getting to know you Bingo Board
  - 1 per student
- Human Impact Worksheet
  - 1 per student
- Lorax Video (17:46-end)

Activation Strategy:
- Tell students that today they are going to begin their discussion about social studies. Most of the time when students hear social studies, they think about historical events or famous people. However, that’s not all social studies is about.
- Hand out a Getting to Know you Bingo Board to students
  - Let students know that while completing this activity, they should try to get to as many different students as possible so that they can learn more about all of their classmates.
- Once students are done playing the game, ask students to discuss what they learned that was new about someone, or what is something they had in common with another student.
- Tell students that we all have talents and things that we are good at. What are some ways we can use those talents?
○ Students might say they can use their talents for fun or for entertainment. Try to lead students to think about how they can use their talents for good.

**Teaching Sequence:**

1. Write the word “Stewardship” on the board
   
   a. Ask students, what do they think this word means
      
      i. Explain that stewards are people who manage or take care of specific areas
         
         1. Stewardship is the practice of taking action to care for a specific area
   
   b. Challenge students to name some places that they see on a daily basis that need stewardship?
      
      i. Prompt them to think of places like the environment, people, run down areas, cafeteria, etc
   
   c. Lead students in a discussion of ways in which they may already be practicing stewardship in their homes, schools, or communities, such as caring for a pet or completing chores that include cleaning their room, washing dishes, and taking out the trash.
   
   d. Explain to students that we are stewards of the planet.
      
      i. What do students think that means to be a steward of the planet?
      
      ii. What are ways that many people are not stewards of the environment?
   
   e. Hand out the Human Impact resource
      
      i. Have students discuss in small groups what they are seeing in the images. Make sure they are describing in detail what they are seeing.
         
         1. Explain that these types of impacts -- litter, tire tracks, carvings into trees and rocks, and feeding wildlife-- all harm the health of the environment.
   
   f. Show students the following video (17:46-end) from the Lorax. Inform students that this shows the impact of humans on the environment in a fictional aspect. However, it has similarities to our world today. Review with students the importance of the final words of the “onceler”

**Closure and Assessment:**

- Hand out student’s journals
  
  ○ Let them know that throughout this process they will be journaling to write down their thoughts about what they are learning about. Each time they journal, they will have questions they can answer, however, they are welcome to write their own ideas as well.

- Week One: Journaling Prompt
  
  ○ What does it mean to be a steward?
  
  ○ What are ways that humans impact the environment?
  
  ○ How can you make a difference?
Getting to Know You Bingo

<table>
<thead>
<tr>
<th>Find someone who like to dance</th>
<th>Find someone who likes to play soccer</th>
<th>Find someone who likes to write</th>
<th>Someone who likes to draw</th>
<th>Someone who can bake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find someone who likes to clean</td>
<td>Someone who likes to hikes</td>
<td>Plays a musical instrument</td>
<td>Find someone who likes to play outside</td>
<td>Someone who likes science</td>
</tr>
<tr>
<td>Find someone who enjoys history</td>
<td>Someone who likes to make videos</td>
<td>Your Name Here:</td>
<td>Someone who likes to play video games</td>
<td>Someone who likes to garden</td>
</tr>
<tr>
<td>Find someone who likes to watch movies</td>
<td>Find someone who can speak two languages</td>
<td>Find someone who likes the zoo</td>
<td>Find someone who knows how to whistle</td>
<td>Someone who likes to read</td>
</tr>
<tr>
<td>Someone who has a pet</td>
<td>Likes comics</td>
<td>Find someone who enjoys math</td>
<td>Find someone who knows how to whistle</td>
<td></td>
</tr>
</tbody>
</table>
Human Impact Worksheet

Name: ____________________________________________________________

**Human Impacts**

What impacts do you see in these photographs?

-------------------

What impacts do you see in these photographs?

-------------------
Appendix B: Week Two Lesson, Materials and Assessment

Week Two: Federal Lands

**Lesson Title:** Federal Lands  
**Grade Level:** 4th Grade

**Time Frame:** Week Two  
**Approximate Lesson Length:** 1 hour (lesson can be split into two day)

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<th>SEL Competencies</th>
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<td>✓ Concern</td>
<td>✓ Community Partnership</td>
<td>✓ Self-Awareness</td>
</tr>
<tr>
<td>✓ Consumerism</td>
<td>✓ Service</td>
<td>✓ Analysis of Communication</td>
<td>✓ Self-Management</td>
</tr>
<tr>
<td>✓ Contextual Awareness</td>
<td>✓ Connectedness to Environment</td>
<td>✓ Environmental Stewardship</td>
<td>✓ Social Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Restoration</td>
<td>✓ Relationships Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Responsible Decision Making</td>
</tr>
</tbody>
</table>

**Resources and Materials:**

- National Parks Virtual Tour Links:
  - [Kenai Fjord National Park, Alaska](#)
  - [Hawai’i Volcanoes National Parks, Hawaii](#)
  - [Carlsbad Caverns National Park, New Mexico](#)
  - [Bryce Canyon National Park, Utah](#)
  - [Dry Tortugas National Park, Florida](#)

- Virtual Tour Worksheet
  - 1 per student

- Kids Discover National Park [article](#)
  - 1 per student

- National Parks [Map](#)
  - 1 per student

**Activation Strategy:**

- Split your students into small groups
  - Give them each the opportunity to pick a National Park to explore.
    - These explorations are multi-step and allow students to see different
parts of the park.

- Give students the time to look over these parks and answer the questions on the Virtual Tour Worksheet
  - Kenai Fjord National Park, Alaska
  - Hawai‘i Volcanoes National Parks, Hawaii
  - Carlsbad Caverns National Park, New Mexico
  - Bryce Canyon National Park, Utah
  - Dry Tortugas National Park, Florida

### Teaching Sequence:

1. Explain to students that land and water areas are protected by the government have a variety of environments and multiple, or many, uses. Federal lands and waters include forests, mountains, seashores, lakes, grasslands, wetlands, rivers, historic buildings, monuments, deserts, and other types of environments. This protected land and waters then become National Parks.

2. Read the Kid’s Discover National Park [article](#)
   
   a. This article helps explain the history of the National Park system. It is suggested that you read this article together to discuss the different vocabulary and history talked about in the article
   
   i. Theodore Roosevelt is called a conservationist in this article. Ask students what they think this word means and how they can be a conservationist.
   
   b. While reading practices strategies learned this week in ELA
      
      i. What are the text features that you see in this article?
      
      ii. How can you make connections to this text?

   1. How does this relate to your own life? The world? Other things you have read or talk about?

3. Give students each a copy of that National Park map so students can see where many of the national parks are.

### Closure and Assessment:

- **Week Two: Journaling Prompt**
  - Who started the National Park system?
  - What is a conservationist, or what does it mean to conserve?
  - What do you think is the purpose of a National Park?

### Extension:

1. Have students head to recreation.gov and type in their state. Students can explore the bodies of water, landscapes, and historic parts of cities and towns that are protected by the government through federal law.

2. Have students take the National Park [personality quiz](#)!
Virtual Tour Questions

Name:

Name of National Park:

What are three things you learned about your national park?
1.
2.
3.

What was the most interesting part about your park?
Appendix C: Week 3: Purpose of National Parks Lesson, Materials and Assessment

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Value</th>
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<th>SEL Competencies</th>
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<td>✓ Consumerism</td>
<td>✓ Service</td>
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<tr>
<td></td>
<td></td>
<td>✓ Restoration</td>
<td>✓ Relationships Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Responsible Decision Making</td>
</tr>
</tbody>
</table>

Resources and Materials:
- Poster making materials
- Maps of National Parks
- Student Recording Sheet
  - 1 per each student
- Peer Assessment Sheet
  - 1 per student

Activation Strategy:
- Ask students if they have ever been to a park before and why they went to the park.
  - Have them think about what the purpose of a park is?
- Last week, students completed a virtual tour of a National Park. Ask students what they remember about the park they saw.
  - What do they think the purpose of that park was?

Teaching Sequence:
1. Tell students: *Federal lands and waters have many purposes -- they help provide clean air, water, food, and habitats for wildlife; they offer scenery, recreation, and jobs for people; and they are places for people to learn about the environment, history and*
2. Tell students that today they will be creating a poster in a group to present to the class. They will pick one of the five reasons that National Parks exist. Students will have to explore multiple national parks in order to find examples of how different parks support the purpose they are given. Students will be able to use their resources such as technology (National Park Websites, Scholastic News, National Geographic) and their map of the National Parks to find information for their posters.

3. Split students into five groups and give them one of the following purposes:
   a. Protect wildlife
   b. Preserve natural landscapes
   c. Commemorate (celebrate and remember) historic events or places
   d. Provide recreational areas for the public
   e. Manage national resources for the future

4. Students can create a physical poster or can create a free one using www.canva.com

**Closure and Assessment:**
- Have students present their posters to the class
  - While students are presenting, the rest of the class will be writing down ONE thing they have learned from their classmates poster
  - Students can use the recording sheet and then glue it into their journal
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Protect wildlife</td>
<td></td>
</tr>
<tr>
<td>2. Preserve natural landscapes</td>
<td></td>
</tr>
<tr>
<td>3. Commemorate (celebrate and remember) historic events or places</td>
<td></td>
</tr>
<tr>
<td>4. Provide recreational areas for the public</td>
<td></td>
</tr>
<tr>
<td>5. Manage national resources for the future</td>
<td></td>
</tr>
</tbody>
</table>
Peer Assessment

<table>
<thead>
<tr>
<th>Peer Assessment of our Group Project</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4= strongly agree  3=agree  2=disagree  1= Strongly agree</td>
<td>Explanation:</td>
</tr>
<tr>
<td>All members contributed to the group equally and fairly.</td>
<td></td>
</tr>
<tr>
<td>Members of the group worked well together.</td>
<td></td>
</tr>
<tr>
<td>When we disagreed, we were able to settle it promptly without hurting each other’s feelings.</td>
<td></td>
</tr>
<tr>
<td>Group members encouraged each other towards achievement of goals.</td>
<td></td>
</tr>
</tbody>
</table>

Explain your ratings.
Appendix D Week Four: All are Welcome Lesson, Materials and Assessment

**Lesson Title:** All are Welcome  
**Grade Level:** 4th Grade

**Time Frame:** Week Four  
**Approximate Lesson Length:** 1 hour

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Value</th>
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<th>SEL Competencies</th>
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<td>✓ Self-Awareness</td>
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<td>✓ Consumerism</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Responsible Decision Making</td>
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</tbody>
</table>

**Resources and Materials:**
- Breaking It All Down Worksheet
- Breaking It All Down Answer Key
- Copy of the NewsELA article for all students.

**Activation Strategy:**
- Write the word “decomposition” on the board
  - Ask students what decomposition means
    - Tell students that decomposition is a process by which beings and objects break down and are absorbed into nature. It is a way that the environment recycles, using the decomposed bodies of animals and decomposed plant life to fertilize-- or make richer -- the soil in which plants grow.
- Tell students that today they are going to try to guess how long it takes specific items to decompose.
  - Hand out the Breaking it All Down (worksheet to students
    - Students will then have to match which item goes with which decomposition amount.
  - Go over the answers with students (Answer Key provided)
    - If you want to bring in samples of these items or show pictures to help students you can do that to enhance the lesson.
Have students discuss if any of their answers were close or why they thought something might decompose faster to quicker than other items.
Ask students, how do they think this relates to National Parks?

**Teaching Sequence:**

1. Explain to students that everyone is welcome to visit federal lands and waters. Since anyone can visit this land, the government can continue to protect the land by setting rules that keep the land safe.
   a. For example, some national parks are wildlife sanctuaries. This means it is a place that provides protection to animals that might be endangered. It also helps protect specific ecosystems. People are not allowed to hunt in wildlife sanctuaries or the hunting it controlled.
2. One of the biggest issues that many national parks face is litter. Many people do not know the impact their trash has on the environment. From our Trash Timeline, we can see that trash can play a huge role in effecting an ecosystem.
3. Read the following [NewsELA article](#) about the national parks facing clean up issues due to visitors’ trash.
   a. While reading the article, continue using the ELA skills students have been learning this week.
      i. Read the article with students, having stopping points throughout to talk about unknown words and connections made
      ii. When done, ask students what is the main idea of this article and what are some details that support the main idea?
      iii. Have students summarize the article to practice summarizing

**Closure and Assessment:**

- **Week Four Journal Entry:**
  - What did you learn today about decomposition?
  - How can you protect the environment?
  - If you were in charge of a national park what rules would you put in place?
### Breaking It All Down

Think about how long it would take for discarded objects to decompose in the environment. Review the objects in the left column and match them with the amount of time you think it would take for each object to decompose.

Think It Through: What kinds of things would break down into smaller pieces quickly? Why? Which objects would take a long time to break down? Why? What characteristics of these objects would affect the ways in which they decompose?

<table>
<thead>
<tr>
<th>Object</th>
<th>Decomposition Time</th>
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<tbody>
<tr>
<td>Plastic Water Bottle</td>
<td>2-4 Weeks</td>
</tr>
<tr>
<td>Newspaper</td>
<td>2-5 Weeks</td>
</tr>
<tr>
<td>Leather</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Paper Towel</td>
<td>2 Months</td>
</tr>
<tr>
<td>Plastic Bag</td>
<td>1-5 Years</td>
</tr>
<tr>
<td>Glass Bottle</td>
<td>10-20 Years</td>
</tr>
<tr>
<td>Apple Core</td>
<td>50 Years</td>
</tr>
<tr>
<td>Aluminum Can</td>
<td>80-200 Years</td>
</tr>
<tr>
<td>Orange or Banana Peel</td>
<td>450 Years</td>
</tr>
<tr>
<td>Wool Sock</td>
<td>1 Million Years</td>
</tr>
</tbody>
</table>
Breaking It All Down Worksheet Answer Key

Glass Bottle.........1 Million Years

Plastic Beverage Bottle.........450 Years

Aluminum Can.........80-200 Years

Leather..........50 Years

Plastic Bag.....10-20 Years

Wool Sock........ 1-5 Years

Apple Core.........2 months

Newspaper.......6 Weeks

Orange or Banana Peel........ 2-5 Weeks

Paper Towel.........2-4 Weeks
Appendix E Week Five: Protection of our National Parks Lesson, Materials and Assessment

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<table>
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<th>Resources and Materials:</th>
</tr>
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<tr>
<td>● Blank piece of paper for each student</td>
</tr>
<tr>
<td>● Leave No Trace Worksheet</td>
</tr>
<tr>
<td>○ One for each student</td>
</tr>
<tr>
<td>● Ethics Game</td>
</tr>
<tr>
<td>○ One game for each partner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activation Strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Have students make a T-Chart of all of the animals they can think of that live in Pennsylvania parks</td>
</tr>
<tr>
<td>● On the second side, have students list the risks posed to these animals due to pollution, hunting, and other misuses of park habitats</td>
</tr>
<tr>
<td>● Have students discuss their charts with one another</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Sequence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inform students that our national parks protect important ecosystems and other environments that make our state unique. They also protect historical and cultural areas in our state so that visitors can learn about the past.</td>
</tr>
<tr>
<td>2. Last week we talked about how the government creates rules to protect their national parks. These rules are important, however, are not universally used. Share with students</td>
</tr>
</tbody>
</table>
that there are 7 Principles that help to provide guidelines to help us all become good stewards of lands and waters, especially federally protected ones.

a. Pass out the Leave No Trace Worksheet  
b. Go over the 7 principles with students  
   i. Plan ahead and prepare  
   ii. Travel and camp on durable surfaces  
   iii. Dispose of waste properly  
   iv. Leave what you find  
   v. Minimize campfire impacts  
   vi. Respect wildlife  
   vii. Be considerate of other visitors

3. Students will partner up to play an activity called the “ethics game.” (Appendix M)  
First tell students that ethics are moral principles, or what your conscience tells you what is right and what is wrong. The student and their partner will flip over an ethics card and then decide which of the 7 principles it is breaking. Students will discuss and sort the cards.

**Closure and Assessment:**
- Week Five Journal Entry:  
  - Which of the 7 principles do you think is the most important  
  - What is something new that you learned today
Leave No Trace Worksheet

**Leave No Trace**

Seven Principles for Stewardship

1. **PLAN AHEAD AND PREPARE**
   - Know the regulations and special concerns for the area you’ll visit.
   - Prepare for extreme weather, hazards, and emergencies.
   - Schedule your trip to avoid times of high use, and visit in small groups.
   - If not possible, split larger groups into smaller groups.
   - Use a map and compass to eliminate the use of paint, cairns, or flagging.
   - Repackage food to minimize waste.

2. **TRAVEL AND CAMP ON DURABLE SURFACES**
   (Durable surfaces include established trails and campsites, rock, gravel, dry grasses, or snow.)
   - Camp at least 200 feet from lakes and streams. Concentrate use on existing trails and campsites.
     - In popular areas:
       - Walk single file in the middle of the trail, even when it’s wet or muddy.
       - Keep campsites small. Focus activity in areas where vegetation is absent.
     - In pristine areas:
       - Disperse use to prevent the creation of campsites and trails.
       - Avoid places where impacts are just forming.

3. **DISPOSE OF WASTE PROPERLY**
   - Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food, litter, and toilet paper and other hygiene products.
   - Deposit solid human waste in cat holes dug six to eight inches deep, at least 200 feet from water, campsites, and trails. Cover and disguise the cat hole when finished.
   - To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater and pack out leftover scraps.

4. **LEAVE WHAT YOU FIND**
   - Preserve the past: Examine, but do not touch, cultural or historic structures and artifacts.
   - Leave rocks, plants, and other natural objects as you find them.
   - Do not build structures or furniture or dig trenches.

5. **MINIMIZE CAMPFIRE IMPACTS**
   - Where fires are permitted, use established fire rings, fire pans, or mound fires.
   - Keep fires small. Only use sticks from the ground that can be broken by hand.
   - Burn all wood and coals to ash, put out campfires completely, then scatter cool ashes.

6. **RESPECT WILDLIFE**
   - Observe wildlife from a distance. Do not follow or approach.
   - Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
   - Protect wildlife and your food by storing rations and trash securely.

7. **BE CONSIDERATE OF OTHER VISITORS**
   - Respect other visitors and protect the quality of their experience.
   - Be courteous. Yield to other users on the trail.
   - Let nature’s sounds prevail. Avoid loud voices and noises.

Visit the Leave No Trace website for more tips at: [LNT.org/learn/7-principles](http://LNT.org/learn/7-principles)
Ethics Game

<table>
<thead>
<tr>
<th>Plan Ahead and Prepare</th>
<th>Travel and Camp On Durable Surfaces</th>
<th>Dispose of Waste Properly</th>
<th>Leave What You Find</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimize Campfire Impacts</td>
<td>Respect Wildlife</td>
<td>Be Considerate of Other Visitors</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Food and snack | People breaking | Names carved in | Other kids cutting |</p>
<table>
<thead>
<tr>
<th>Wrappers in the camp's fire ring</th>
<th>The branches off of trees</th>
<th>Trees</th>
<th>From one part of the trail to another to get in the front of everyone else</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids on bikes not looking out for other people</td>
<td>Trampled flowers around an outdoor area, camp, or on a trail</td>
<td>Fish guts on the stream bank</td>
<td>A Stranger's dog approaches you and/or jumps on you.</td>
</tr>
<tr>
<td>Being passed by a large group while hiking or walking on a trail</td>
<td>Kids or adults feeding animals like squirrels</td>
<td>Pet waste on ground</td>
<td>Trash on the ground in your classroom, area or around camp.</td>
</tr>
<tr>
<td>Fishing line and hooks left on the banks of a lake or river</td>
<td>Other kids or adults not showing you respect</td>
<td>Other kids and adults being noisy and scaring off the animals you're watching</td>
<td>Banana peels and apple cores left around a picnic area or on the side of a road.</td>
</tr>
<tr>
<td>Half burned food and trash in a campfire ring</td>
<td>Kids or adults finding deer antlers and taking</td>
<td>Other groups setting up their tents next to</td>
<td>Horses wading into water ways.</td>
</tr>
<tr>
<td></td>
<td>them for themselves</td>
<td>yours</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
<td>----------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Other kids ruining an art project of yours</td>
<td>Trash left scattered around sport’s fields</td>
<td>Kids or adults picking wild flowers</td>
<td>Kids or adults squashing insects or other small creatures.</td>
</tr>
</tbody>
</table>
Appendix F: Week Six: National Parks Project Lesson, Materials and Assessment

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Value</th>
<th>Skills</th>
<th>SEL Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Environmental Stewardship</td>
<td>✓ Concern</td>
<td>✓ Community Partnership</td>
<td>✓ Self-Awareness</td>
</tr>
<tr>
<td>✓ Consumerism</td>
<td>✓ Service</td>
<td>✓ Analysis of Communication</td>
<td>✓ Self-Management</td>
</tr>
<tr>
<td>✓ Contextual Awareness</td>
<td>✓ Connectedness to Environment</td>
<td>✓ Environmental Stewardship</td>
<td>✓ Social Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Restoration</td>
<td>✓ Relationships Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Responsible Decision Making</td>
</tr>
</tbody>
</table>

Resources and Materials:

- Groups of 3
- Project Proposal
- White paper (for brochures)
- Coloring materials

Activation Strategy:

- At this time, students have learned all about what a national park is and the importance of protecting the parks. Students are going to spend the next few weeks creating a plan to save a national park. They will be creating a brochure to display information about their park and they will create a plan to keep visitors from destroying the park.

Teaching Sequence:

1. Week One:
   a. Inform students that they will be working on a project the next couple of weeks to display everything they have learned about national parks and conservation. Hand out the Project Proposal to all students. Go over each of the parts with students to field any questions. They should be able to fill out the beginning boxes today.
   b. Once done going over the proposal, put students in their groups and let them begin to research. They should begin only brainstorming today how they can solve the problems their park is facing.
2. Week Two:
   a. Students will begin researching and putting together their brochures (prewrite). Help students organize their ideas and review that they are looking over the 7 principles of stewardship.

3. Week Three:
   a. Students will continue research on how they can solve the problems their parks are facing. Make sure to be asking students questions on how they are going to regulate their rules and make sure visitors are following them.

4. Week Four:
   a. Students will continue putting their brochures together. It is suggested that students create a rough draft of their brochure before starting a final copy. Meet with students throughout the week to check in on their brochures. Answer any questions students might have and pose questions that students might not be thinking about yet. Try to not lead the students one way or another, but provide clarity for students.

5. Week Five
   a. Students should be working on their final brochures at this time. Remind students that they should be creating a clean, organized, and detailed brochure

6. Week Six:
   a. Students will add their final touches to their brochures before presenting them to the class

**Closure and Assessment:**
- Students will present their projects to the class in order to share their new plans
You are in charge of a new national park! Due to budget cuts you have had to pull back on park staff. You are only able to have three employees at your park. Because you are low on staff, it has been hard to maintain the grounds. Many visitors coming to your park have taken advantage of this freedom. There are **guests setting up tents** wherever they want, even in your wildlife sanctuary. Some visitors are **fishing in the lake and hunting** on the grounds. Often when hiking you can hear the firing of weapons to hit a goose and the amount of trout in the river is starting to significantly decrease. Your park only has **one restroom facility** at the entrance, so some guests have decided to just use the restroom along the park’s trails. Visitors are **taking plants with them, graffitiing rocks, and climbing on trees** for the perfect Instagram picture. To make matters worse, there is **trash all over the park**. Yesterday, when you completed a walk through the park you saw that a bird had made its nest completely out of trash! You have decided that enough is enough. You will be creating an action plan to help stop the problems in your park. You will then create a brochure to help display your new plan and how your park will move forward from here.

<table>
<thead>
<tr>
<th>Students' Responsibilities</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher's Responsibilities</th>
</tr>
</thead>
</table>

I will keep the following records of progress and assessment of my learning check them off as completed:
(Students will include items needed to complete their project here)

- One Brochure per group
  - Park Name
  - Features about your park (swimming, fishing, hiking, etc.)
  - Park Rules
    - How can you include the 7 Principles of Stewardship
      - Plan ahead and prepare
      - Travel and camp on durable surfaces
      - Dispose of waste properly
      - Leave what you find
      - Minimize campfire impacts
      - Respect wildlife
      - Be considerate of other visitors
  - How will you enforce the rules?
  - What consequences are there for broken rules?
  - How can you encourage others to follow the rules at your park?
  - How is your park promoting peace?

<table>
<thead>
<tr>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work to do</td>
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<tr>
<td>------------</td>
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</tbody>
</table>

**FINAL PROJECT DUE BY**

Teacher’s Signature:

Student’s Signature:
Appendix G: Google Form Survey (Pre and Post)

Link to the Google Form Survey: https://forms.gle/p6qzH1NXCLCnrHGo6

This survey gives students real life scenarios to test what they would do. It shows their knowledge and attitudes in social awareness, responsible decision making, and environmental stewardship. Student will take this as a pre- and post-survey
### Appendix H: Project Proposal Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Social Awareness</th>
<th>Responsible Decision Making</th>
<th>Environmental Stewardship</th>
<th>Project Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Students displayed attitudes of empathy, perspective, and a respect for others when presenting their project.</td>
<td>Students displayed attitudes of reflection, problem solving, and evaluating when presenting their plan.</td>
<td>Students showed development knowledge in restoration and conservation of the environment through their project and presentation</td>
<td>The students were able to solve all the issues the park was facing. Students were able to create a continual plan to keep the park clean.</td>
</tr>
<tr>
<td>3</td>
<td>Students displayed some attitudes of empathy, perspective, and a respect for others when presenting their project.</td>
<td>Students displayed some attitudes of reflection, problem solving, and evaluating when presenting their plan.</td>
<td>Students showed some development knowledge in restoration and conservation of the environment through their project and presentation</td>
<td>The students were able to solve most the issues the park was facing. Students were able to develop the start of a continual plan to keep the park clean.</td>
</tr>
<tr>
<td>2</td>
<td>Students displayed either attitudes of empathy, perspective, or a respect for others when presenting their project.</td>
<td>Students displayed either attitudes of reflection, problem solving, or evaluating when presenting their plan.</td>
<td>Students showed some development of knowledge in restoration or conservation of the environment through their project and presentation</td>
<td>The students were able to solve some the issues the park was facing. A continual plan for park cleanliness was not evident.</td>
</tr>
<tr>
<td>1</td>
<td>Students lacked a display of empathy, perspective, and a respect for other when presenting their plan.</td>
<td>Students lacked a display of reflection, problem solving, and evaluating when presenting their plan.</td>
<td>Students showed little development of restoration and conservation of the environment.</td>
<td>The students were able to solve few the issues the park was facing.</td>
</tr>
</tbody>
</table>