



# Benchmarks & Standards

National Railroad Museum strives to meet the state of Wisconsin standards for learning for the fourth, eighth and twelfth grades in all of its activities, programs, and exhibits. Below is a listing of the Museum's offerings, along with the standards that it currently meets.

## Program: Day in the Life for Grades 3–8

2007 Program

The Day in the Life program series changes topics from year to year. Each year this program meets numerous social studies standards.

- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history
- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society
- B.8.9 Explain the need for laws and policies to regulate science and technology
- B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations.

## Program: Learning Locomotive for Children 3–7 Years Old

Children entering the Learning Locomotive program will have the opportunity to gain basic skills that will support further learning to meet the following state performance standards for the fourth grade.

- B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations
- A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface
- A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment



# Benchmarks & Standards

- D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient

## Tour: General Museum Tour

The National Railroad Museum's general tour helps students meet the following social studies benchmarks.

- A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters
- A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment, communities, methods of construction, and design of shelters
- A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating
- A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world
- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts
- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations
- D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient
- D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history
- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society
- B.8.9 Explain the need for laws and policies to regulate science and technology
- B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations



# Benchmarks & Standards

- E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

## Exhibit: Power for the Wasatch

Opening: Summer 2008.

The exhibit will help students meet state performance standards including:

- A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface
- A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters
- A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world
- A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment
- A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating
- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history
- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations
- D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient
- A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world



# Benchmarks & Standards

- A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history
- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society
- B.8.9 Explain the need for laws and policies to regulate science and technology
- B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations
- D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life
- D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns
- E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood.
- 14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

## **Exhibit: The Perfect Servant: From Service to Civil Rights**

Opening: Summer 2008.

The exhibit will help students meet the social studies performance standards including:

- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts
- B.4.2 Use a timeline to select, organize, and sequence information describing eras in history



# Benchmarks & Standards

- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups
- B.4.7 Identify and describe important events and famous people in Wisconsin and United States history
- B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment
- B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations
- B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice
- A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface
- A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world
- C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community
- D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient
- D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)
- E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development
- E.4.8 Describe and distinguish among the values and beliefs of different groups and institutions
- E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures
- E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens
- B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used
- B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- B.8.3 Describe the relationships between and among significant events
- B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians
- B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently



# Benchmarks & Standards

- B.8.7 Identify significant events and people in the major eras of United States and world history
- B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations
- B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues
- A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment
- C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights
- C.8.6 Explain the role of political parties and interest groups in American politics
- D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life
- E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning
- E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development
- E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people
- E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community
- E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies
- E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals
- E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society
- E.8.8 Give examples to show how the media may influence the behavior and decision making of individuals and groups
- E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world
- E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding
- E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes
- E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed
- E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis



# Benchmarks & Standards

- B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.3 Recall, select, and analyze significant historical periods and the relationships among them
- B.12.4 Assess the validity of different interpretations of significant historical events
- B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created
- B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world
- C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time
- C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior
- C.12.9 Identify and evaluate the means through which advocates influence public policy
- C.12.10 Identify ways people may participate effectively in community affairs and the political process
- C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy
- C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals
- C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled