

Enriching Pennsylvania History with the Study of Pennsylvania Art
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Overview

In planning a curriculum unit to be used in my classroom, I was faced with a great challenge. It was not so much a challenge of thinking of a way to use art with one of my current curriculums but more so a challenge of choosing which area of study I should infuse with art study. I could easily have made adaptations and additions of art related connections in any of the areas that I teach. Math, reading, and social studies being my main subjects as a fourth grade classroom teacher, I see art and ways to use art in almost all areas. So, in planning my curriculum unit, I decided that the way to go was not to ask myself how I *can* infuse art in my curriculum, but which of my subject curriculums is the neediest, or lacking in art connections. After considering the latter, I decided that I *must* add an element of art to my social studies class.

Our fourth grade social studies curriculum is about Pennsylvania History. The books and the curriculum are new this year to both the district and me. As with any new curriculum, my students and I have been feeling our way through the new series, Scott Foresman Social Studies, Pennsylvania, chapter by chapter, and unit by unit in this, the first year of use. I have found that the reading is at the majority of my students' levels of comprehension and that the quality of information and testing materials are both acceptable and appropriate; however, I do feel at times, the content is a bit dry. Given only two periods per week to study Pennsylvania's history, I would like to spend the small amount of time wisely, doing something truly special and memorable. Students may be recalling information just for the test and not really owning the knowledge of our state's history.

Social studies should be a class in which students can learn how to be good citizens by using what they understand about people from the past. One

way to learn about people is to read someone's observations, as we do in class when reading our social studies book. We get most of our information secondarily, from the writers of our book, who did not live in or experience the times or events on which they are reporting. A much better way to understand what people have gone through in history is to look at the art of the times. Through a person's art, a student may better be able to read emotions and make stronger, longer lasting connections to the information being portrayed. Our students will recite a rap with greater ease than they would memorize a speech by a president. Also a person can interpret details of one's life through a single picture, and feel part of that picture, more so than they would by simply reading a biographical sketch. There is a pacing schedule, however, by which I must abide, as well as an assessment schedule. Following the pacing, I plan to simply enrich the curriculum with more art study in hopes of getting my students to really experience the history that we read about and to delve into the minds of those who were actually there as we read the account in our text.

In my curriculum unit, I plan to find the art in our history, in Pennsylvania's history, and bring that into my classroom in two ways; by viewing art in the context of what we read, and by creating art as a means of responding and synthesizing the information learned in class. I feel that art is a universal language that speaks to and through each person no matter what the time period or circumstances. Through the eyes of the artists and artisans of the past, my students will be able to see history from a first-person perspective. The Scott Foresman Series has a focus element on using a primary source for studying history. The concepts of primary and secondary sources, as well as the differences and benefits of using both types of information are discussed in our fourth grade curriculum; however, there is not much in the way of primary sources of art expression. There may be a painting or a photograph, sometimes a map or a letter, that helps the students to see things from the perspective of an early Pennsylvanian. I would like to find additional primary sources by which my students can be inspired or simply relate to and better understand the history of our state.

Sharing with my students, art and artifacts as a hook to the study of history is one side of the curriculum unit that I am planning. The other half of it is in the students interpreting their historical studies into their own means of expression. For each report period there is a project grade component already in the fourth grade social studies syllabus. Having this project component of the students' grades, I have the time allotted to allow my students some time to reflect and respond to their history studies. I feel it would make a lasting impression on my students to do projects infused with arts and crafts of their own interpretations of various events in Pennsylvania's history. The possibilities are almost endless when you open a project to artistic expression, much more so than asking students

to just respond to a reading with a written essay. Some students may choose to write and perform a skit, song, speech, or poem; others may find their preferred means of expression to be a painting, diorama, mobile, photograph, or sculpture. Whatever they choose to do there will be a show and tell for the projects so that each student will learn from his own project as well as from seeing the other students' projects.

Rationale

Part of my curriculum planning will include finding the art to showcase and inspire students pertaining to a wide range of time periods of study. Our studies of Pennsylvania take us back to a time called the Pennsylvanian period, a time before the ice age when there were no humans in the region in which we now find Pennsylvania. We also study early humans and the sciences of paleontology and archaeology. For these early time periods the artistic inspiration may come from nature and fossils or from studying early artifacts like tools and pottery. My students may choose to do various forms of drawing, rubbings, and sculpture to enrich their studies of this time period.

We then move to a time when Native Americans were living off the land and using their resources as hunters and gatherers. It would be interesting to study some Native American tools and artifacts as well as to look at Native American designs and cultural traditions. It is particularly interesting to discuss with students such early times when there were no cities, stores, or even roads. The students may best understand what life would have been like for the Native Americans by looking at Native American traditions that have been passed-on to present day and comparing the Native American ideals and ways with the European way of life that has emerged into our present culture. Students will put themselves into the times of early settlement and the Native Americans by creating a 3-dimensional model, a diorama of the Native American settlement.

William Penn, the founder of our state and believer in freedom of religion, was an inspiration to many. His vision of a land where people could live free to worship as they pleased and experience some economic gains as well, came into fruition and provided refuge for many, including the Quakers of England. One Quaker, Edward Hicks, has documented the early settlement of Pennsylvania, including important events like the signing of Penn's treaty. In my curriculum unit, students will view more of the artist's work as well as learn about why his expressions of a "Peaceable Kingdom" could have been viewed as controversial.

Many European cultures have made their impression on and added to the richness we see around us today in Pennsylvania. Of these cultures, I would like to focus on the arts of the German or Deutch settlers who have become major

contributors to Pennsylvania's rich folk art. The art of the Pennsylvania Dutch (the German word "Deutch", meaning German, has been Americanized and today the word Dutch is used to discuss the German influence in PA) is easily recognizable and unique in style. The style is simple and nature-based, with subjects like birds, flowers, leaves and colorful geometric patterns. The images included on the circular plaques we see while driving through the countryside are characteristic of Pennsylvania barns and about as common to see as the cows grazing in the fields. Also, the intricate cut paper designs, scherenschnitte, are beautiful depictions of everyday Pennsylvania Dutch life.

While we study the French and Indian War, my students are introduced to ideas that are quite difficult to understand. The idea of our ancestors being new to the land and pioneering west, expanding the territory, is hard enough to imagine. They also have then the challenge of imagining how it would be to fight for new land against various groups. A concept that does come rather naturally, however, is that of uniting together to defeat a foe. This concept is well depicted in a political cartoon pictured in our text book. I will use this cartoon as a jumping off point for discussion and study of an art form rarely recognized in the art world.

After studying the settling-in of Europeans, our studies move dramatically forward to the present. Students begin by discussing a mural by Edwin Austin Abbey which is painted inside the capital building in Harrisburg. The painting depicts a travel through time from the early settlement to the time when the building was erected. At this point a study of how cities have been established and become what they are today brings us to our own city. I would like to study, with my students, the architecture of Pittsburgh from past to present. Many of the old buildings in our city are a reflection of the melting pot of American culture. By looking at the buildings in the South Side of Pittsburgh I learned more than just design and decoration, but also the way in which our city blossomed around the rivers. The rivers through time have been a source of life and transportation, so I feel that the location and placement of homes and neighborhoods is just as important to look at as looking at the buildings themselves.

There is a vast pool of art to be studied under the very general heading of Pennsylvania Art. I plan to use the curriculum in place to guide me, and keep the focus on the history being taught. Some of the resources that I have utilized are print, while others are video, websites, and virtual museum tours. When searching for library resources, I have found many books on Pennsylvanian Art and many of these are excellent and appropriate examples to use as supplements in the curriculum. I have also found information and art online on educational sites, historical sites, and catalogues of art. I have found that many museums and historical sites in Pennsylvania are connected and easy to find online. They may well become virtual field trips that my students can take in order to see the art and

artifacts without leaving school. Trips to museums or historical sights like the Oliver Miller Homestead would be excellent additions to this curriculum unit. Online virtual tours may be the most viable option, however, when dealing with budget issues; so I have included in the Bibliography several sights that would provide a sort of field trip to places that would enrich classroom learning.

The study of art along with more opportunities for artistic expression, I feel, will truly enrich my social studies class and make my students take more of the history to heart, as well as to take more of the learning with them outside of class. My goal is to help my students to keep an open mind so that they can find the clues to history through art and the world around us. After all, history itself is not a science, but more an art. All that we learn in history classes requires interpretation and the greatest injustice to our students is to impart our judgments on the history we teach. Elliot Eisner writes in his essay, Ten Lessons Art Teaches “The arts support multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world.” Perhaps by modeling such queries as “what must the artist have felt?” and “what can you tell by looking at this piece?”, my students will learn to naturally question and dig deeper meaning from the art that they see and relate it to the history contained in all art. History will be best understood by my students if they make the judgments, not simply remember what judgments I have made or that the authors of the text may have implied. In discussing the importance of somatic experience, Eisner observes that “In the arts- and when fields of study and practices are treated as arts- the somatic experience of relationships is the central basis for making judgments.” He goes on to say, “so little in the school curriculum affords children the opportunity to make such judgments.”

This curriculum unit is designed to be used with the current fourth grade social studies curriculum; however, the lessons described within would be interesting and understood by just about any grade level although some adaptations may need to be made considering variations in scheduling and ability levels. The following are descriptions of adaptations that can be made and added to the lessons outlined by the Social Studies Department of Pittsburgh Public Schools.

Objectives

With each unit of study in our social studies class, I have planned an extension in art that connects to the major ideas covered. The idea is that the art will support the history lesson and vice versa. The following is a brief description of the learning goals for the art lessons, the units that they are connected to, and the standards that apply.

In unit 1, we study the way Pennsylvania was before humans. The students will be able to explain what this land may have looked like long ago and the means by which scientists have pieced together history before history was documented. The students will create rubbings and fossil replicas as a way of preserving something for the future. This goes closely with the Arts and Humanities Standard #4.

Unit 2 of Scott Foresman Pennsylvania introduces us to Native Americans and European settlers. The students learn how these two groups of people interacted with each other and how they used the land. Students will respond to this information by creating a diorama depicting the Native American and European settlements. By creating a scene that represents the general look of Pennsylvania and ties in the settlement and human impact upon land, my students will be working toward mastering Citizenship Content Standard #2. In presenting their work to the class, students may fulfill the Arts and Humanities #4 Content Standard.

When studying the Quakers, students will be able to understand how Penn's idea of Pennsylvania as a land of freedom really came to be. The Quakers not only came to live in Pennsylvania because of the freedom of religion but Pennsylvania was built around Quaker ideas that all people are equal. Students will view and interpret Edward Hicks' paintings of "The Peaceable Kingdom". They will discuss what message the painter might have been portraying in his paintings. Students will also be able to note the many different views of the artist's work that have been taken over years by fellow Quakers, critics, and fans of his work. This study will help students to achieve Arts and Humanities Content Standard #2.

The influx of German settlers is an interesting subject for the students as it really represents the richness and concentration of a culture in our state. The students will create traditional Dutch art while studying Chapter 5, Lesson 4. Hex signs are perhaps the more well known of the two Dutch arts students will create. Students will use the traditional geometric styles and shapes to design their own hex sign. They will also learn various techniques in paper cutting, the art of scherenschnitte. Using patterns and freehand cutting students will create their own paper cutting. As paper cutting is not strictly a Dutch art, they will also view examples of various styles on the many web sites featuring this art from around the world. Creating the scherenschnitte and hex sign is work toward Arts and Humanities Standard #4, as well as Citizenship Standard #1.

Perhaps the closest bond of art and social studies is the political cartoon. Students are introduced to Benjamin Franklin's first political cartoon "Unite or Die" in Chapter 6, Lesson 2. Students will be able to describe what idea this

cartoon is meant to arouse in the viewer, as well as the importance of the message it sends for the people of that time. Students will interpret the situations in other political cartoons, describing specifically the meanings of various animals in cartoons. Students will choose a subject or a message which they will present to others in the form of a political cartoon. In creating the cartoon, students will be working toward the Arts and Humanities Standards #3 and #4.

In the last unit of study in the fourth grade curriculum, students study the last fifty or so years of Pennsylvania. They will be able to describe the layout of our city currently and how this connects to our history. They will be able to describe in general how the city has evolved in industry over the last fifty years. These objectives will help students to reach Citizenship Standard #2.

Strategies

Natural Rubbings and Fossil Making

The first lesson that our students learn about Pennsylvania is that this place was not always called Pennsylvania; it did not always look the way it looks today and that at one time there were not humans or even any animals like those we see today. The concept of the world being such a different place is a stretch of the imagination that is supported only by fossils that have been left behind almost as nature's way of documenting a time that has no other record.

The students could gain a closer connection to the natural world through two projects which somewhat mimic nature's ways. The students may make rubbings and plaster casts to explore the textures and shapes of our natural surroundings. Rubbings of leaves, rocks, and other found objects will be used in studying the impressions that things may leave behind. Students will choose one found object which they would like to cast into plaster as a sort of fossil.

This enrichment activity will provide students an opportunity to view natural finds with an aesthetic eye as well as to choose one naturally beautiful or important object that they feel should be preserved. This also opens the students' minds in a way that they may describe their own personal reasons for choosing their object, giving them more ownership and pride in their work.

Native American Settlement

Native Americans in early times were mostly nomadic people. They would hunt, fish, and gather for most of their food. When the Europeans settled in America, however, a lot of things changed including this nomadic lifestyle. The Europeans and Native Americans shared ideas about agriculture and survival

in this raw land. Much of Native American life was changed by the introduction of European ways, tools, and diseases. The students will have the opportunity, in this curriculum unit, to design and build their own Native American or European settlement based on the information that they have learned from the text book and additional research of Native American and early European settlers' means of survival. A large part of the research may be done using the website from "Colonial House," a WQED production, through which they may go behind the scenes and find out what it took to survive as a colonist.

In their reading, the students learn about various styles of housing. They learn about wigwams and longhouses as forms of Native American shelter. They also learn about the log houses built by the European settlers. The basic concept of shelter and how the shelter was built is a major facet of this project, as the students will build miniature replicas of the housing for their dioramas. Students will use the internet to search for information on Native American and early European settlers' tools and survival to add details. They may be creative and use any materials that they would like in their dioramas.

Art and the Quakers

Students read about the Quakers being a religious group of people with strong beliefs on issues of human rights. The students respond very positively to the ideals of the Quakers as they are presented in the text as they held the belief that all men are created equal and that all people should be free to worship as they please. We read about the Quakers as William Penn's inspiration and influence to begin the colony of Pennsylvania on the foundation of freedom of religion. These humanistic views are present in William Penn's dealings with the Native Americans who shared the land with the Europeans.

The early settlement of Pennsylvania and dealings with Native Americans is depicted in paintings done by a Quaker man, Edward Hicks. Our text includes pictures of Hicks' paintings as primary sources. Knowing the importance of a primary source versus a secondary source, is an early lesson in our text. The students are to distinguish between the two and to decide why it is more valid to view primary sources as opposed to secondary. In looking at the paintings by Hicks, the students know that this is not simply an artist's rendition of a part of history, but that the artist was deeply affected by the events portrayed in the pictures. These pictures show points in history which meant a great deal to the people of that time. My students and I did not know, however, the degree to which the artist felt connected to these events and how much he felt that these events needed to be documented, until I had read more about the Quakers. What the children do not learn in our text book is that art and artistic expression is frowned upon in the Quaker community. Hicks, being a Quaker, went against the

laws of his people in order to document the early settlement of Pennsylvania.

The study of Edward Hicks as an artist and a citizen brings about a very interesting concept, that of going against the community in which you live in order to express a strong personal belief. Artists through history have expressed their controversial views through art, but not often is the art itself the controversial issue and the subject quite so uncontroversial. To illustrate this point, students will view and discuss the subjects of Hicks' pictures, gaining an understanding that these paintings were not meant to cause a conflict in the Quaker community but more so to document history. It is evident in the artist's realistic style and the subjects of his paintings like the signing of the Treaty of Shackamaxon, that there is not much controversy about them. The paintings have a feeling of reverence and respect for the governing powers and for the community in which Hicks lived.

Students will use the many versions of the painting "The Peaceable Kingdom" as a discussion tool to dive into the meaning of the Quaker artist's expression. Through comparing and contrasting details and backgrounds, students will decide if perhaps one painting would have been sufficient in portraying the Quaker ideals or if it is not an act of redundancy to create so many similar paintings. Students will then write about their opinions of "The Peaceable Kingdom" paintings.

Pennsylvania Dutch Art

As the students study the settlement of Pennsylvania by the European settlers, they learn about the German settlers of Germantown, Pennsylvania. The students will look at all different kinds of Pennsylvania Dutch Art and discuss the common themes found in this recognizable folk style. Noting color, shapes, materials and forms of art, the students will be able to gain an eye for the style and more likely be able to recognize that a piece is of German origin. In that some pieces of folk art are more strictly done by the Dutch than others, some pieces of art are easier to pinpoint the Dutch style. In Earl F Robacker's book, Arts of the Pennsylvania Dutch, he describes tin with holes punched in it to be unmistakably Dutch. Also certain attributes like a painted bird, tulips, foliage, or geometric designs are described by the author as "Dutch as sauerkraut."

Students will learn while searching through sites and books depicting Dutch Arts that much of the traditional art is simply decoration applied to practical objects and home furnishings. The students will gain an understanding of the practical uses and the tradition of beautifying one's home in any way possible. They will see that the beautiful paper cut designs, though not exclusively a Dutch art have their own specifically Dutch use behind their origin.

As the Dutch found use for most everything and decorated everything that had a use, they even decorated the paper that lined their kitchen cabinets; and thus our study of Dutch paper cutting begins. Students will gain an appreciation for the art of cutting up “mere” paper by stepping back in time. They will put themselves into the settlers’ shoes imagining the resources available and the frequency at which one might have encountered an opportunity to purchase “mere” things like paper. Students will note that paper, like most manufactured products was a scarce commodity in the time of the early settlers.

Students will then apply their ideas of Dutch society and artistic expression by creating their own Dutch-styled art in the form of the hex sign and in a paper cutting. They will use either patterns or freehand but really should be able to discuss the “Dutch-ness” of patterns chosen in either case.

Benjamin Franklin and Political Cartoons

This lesson should supplement chapter 6, lesson two, of the Scott Foresman Pennsylvania curriculum. In the reading the students learn that the British have just won the French and Indian War. The British settlers, confident and strengthened by the victory, would have liked to expand their territory further west; however, they had been ordered by the King to stay east of the Proclamation Line of 1763, that is, east of the Allegheny Mountains. This Proclamation of 1763 was unsettling to the pioneering people and they started to feel stifled by a government so far away. In addition to the Proclamation Line, the British Parliament, in debt from the war, placed taxes on the settlers and this affected all people in the thirteen colonies, pioneers or not. Feeling less than loyal to Britain, the settlers decided to boycott British goods and refuse to pay the taxes. Such acts of defiance, especially when the colonies were occupied by British soldiers, led to much dissonance and upset. After acts like the Boston Massacre, the people would have felt frightened to stand their ground against the British government. It was 1774 when twelve of the thirteen colonies sent representatives to meet. At the First Continental Congress, the issues that faced the settlers and the requests they had of the King were discussed. Up until this point, the colonies were quite independent of one another and mostly dealt with their problems on their own, but Benjamin Franklin made a point on the issue of solidarity and uniting as a whole in his cartoon entitled “Unite or Die.” The cartoon depicts a snake cut into thirteen pieces. Each piece has the abbreviation of a different colony.

When reading this section of Pennsylvania history, my students really respond to the visual image that had such a great effect on the colonies. My students will come up with their own explanations for the symbolism in the cartoon and through the cartoon they will gain an understanding of the needs and the struggle of the colonists at the time.

My students will study additional political cartoons and the meanings behind them in order to understand that serious messages can be passed to a large and varied population through the use of simple and to-the-point illustrations. I have found a compilation of political cartoons created by Dr. Seuss (Theodore Geisel), from the time of World War II. These cartoons are excellently done and depict great examples of how animals represent different ideas to a viewer. The students may not understand the true meanings behind these cartoons as they have not studied World War II; however, they will have a chance to see a familiar artist expressing a concern over political issues through his art.

The second part of the lesson will include students making their own cartoons in order to express a political view having to do with our school or community. Students will first choose an issue that they are concerned about. This could be a rule that they do not agree with, a safety issue, or a community problem that needs to be addressed. They will then come up with a phrase that expresses their view on the issue or concern. This phrase will be embedded in the cartoon either in the title, as a caption, or simply expressed in picture form. After they have chosen a subject and a message, the students will make their illustrations.

The students' cartoons will then be presented to the class and interpreted by their peers to see if the intended message has been revealed through their cartoons. The goal of a political cartoon is to speak to an audience candidly and in a way that many can interpret so it is very important that the students get feedback on how well their cartoons and the messages they carry have been received. If Benjamin Franklin had not been clear in his message to the colonies, there may not have been such great success in banding together against the British and eventually seceding as a Union.

Pittsburgh Now and Then

Students will start their study of Pittsburgh by describing their neighborhood. They will discuss what the buildings look like, how the streets are laid out and what sorts of industry or traces of former industry they see around their neighborhood. The students can do this in writing and support it with a sketch. The students' observations will be used as the basis for discussion about Pittsburgh today. The class will take particular note of the major similarities of the neighborhoods and some of the differences that may play a part in the realm of city layout and industry.

From there we will take a look at several city maps including both modern and period. Students will describe what they notice about how our city is laid out and why they believe it is this way. Connections must be made to our reliance on

the rivers for transportation and trade as the use of waterways is discussed earlier in our text book and is such an important factor in Pittsburgh becoming the hub, “Gateway to the West” that it once was.

As a final project in Pittsburgh and Pennsylvania studies, I would like to take the students to the South Side of Pittsburgh for the Eye Spy on the South Side Tour provided by the Pittsburgh History and Landmarks Foundation from which the students may gain an understanding of the way we can still see history in our city’s buildings and neighborhoods just by knowing how to truly look at our surroundings with a more thoughtful eye.

The students’ collages, which are part of the field trip in collaboration with The Silver Eye Center for Photography, will be my students’ culminating art project in history for the year. They will create a collage of all the interesting structural features of the buildings that they have seen and somehow work their own picture into this architectural collage.

Classroom Activities

Natural Rubbings and Fossil Making

Students make rubbings of natural found objects and choose an object to create a plaster cast of for “preservation”.

Native American Settlement

Students create a diorama of a Native American or European settlement.

Art and the Quakers

Students discuss the Quaker ideals through viewing Quaker Artist, Edward Hicks’ paintings.

Pennsylvania Dutch Art

Students will make Hex Signs and Paper cutting designs in the traditional Dutch style.

Benjamin Franklin and Political Cartoons

Students will make their own political cartoon to express a concern using the type of symbolism found in other political cartoons.

Pittsburgh Now and Then

Students will take a field trip through South Side to view and discuss Art and Architecture of Southside now and historically. Program entitled Eye Spy in the South Side presented by the Pittsburgh History and Landmarks Foundation in collaboration with The Silver Eye Studio.

Annotated Bibliography/ Resources

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Reading List for Students

Fleming, Candace. *Ben Franklin's Almanac; Being a True Account of the Good Gentleman's Life*. New York: Atheneum Books for Young Readers, 2003. A beautiful collection of pictures, sketches, actual letters and notes written by Benjamin Franklin all compiled in a subject based format; including a year by year account of Benjamin Franklin's life.

Krick, Richard D. *Examples of Pennsylvania Dutch (German) Folk Art*. Philadelphia: Carl Schurz Memorial Foundation Inc. A portfolio of designs with color charts to aide in use by artists, students, and collectors.

Rich, Chris. *The Book of Paper Cutting; A complete Guide to All the Techniques- With More Than 100 Project Ideas*. New York: Sterling Publishing, 1993. This is truly the complete guide for learning how to simplify even the most intricate paper cutting designs.

Latitude International Folk Art and Craft Exchange "Hex Signs" 1 May 2005

<<http://www.folkart.com/hex/hexx.htm>>

Roncki, Inc. "Hex Signs at Amish Country News- Pennsylvania Dutch Country" 2002, 1 May 2005

<<http://www.amishnews.com/hexsigns.htm>>

"The History of Hex Signs from the Pennsylvania Dutch Country/Lancaster County, PA" 2004, 1 May 2005

<<http://www.padutch.com/hexsigns.shtml>>

John Bieber. "Pennsylvania Dutch Fraktur Gallery" June 2005

<<http://home.att.net/~fraktur/>>

Pennsylvania Historical and Museum Commission. "Ephrata Cloister" June 2005

<<http://www.ephratacloister.org/>>

Content Standards

Arts and Humanities

Standard #2: All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of their works.

Standard #3: All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

Standard #4: All students produce, perform or exhibit their work in the visual arts, music, dance or theater, and describe the meanings their work has for them.

Citizenship

Standard #1: All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe the patterns of historical development.

Standard #2: All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, land masses and nations, and describe the relationships between geography and historical, economic and cultural development.