



Ohio Standards Alignment

Ohio Learning Standards: Social Studies			
Domain	Grade Level Standard	Strand & Topic	Standard (blue) Essential Skill and Method
Social Studies	Grade 7 CS 1	History- Historical Thinking & Skills	Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.
			1.2: Defining History Demonstrate an understanding of historical perspectives by identifying the multiple perspectives present in the creation of the George Washington cherry tree myth.
			1.3: Different Perspectives Demonstrate an understanding of historical perspectives by discussing the <i>Lenses</i> video and the ways to use primary and secondary sources to see an event through multiple points of view.
	Grade 7 CS 16	Government- Civics Participation & Skills	Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.
			1.2: Defining History Demonstrate an understanding of multiple perspectives by connecting the "Magpie Lesson" to personal and group stories told about issues and events.
			1.3: Different Perspectives Demonstrate an understanding of multiple perspectives by describing and analyzing a disagreement between peers.
	Grade 8 CS 1	History- Historical Thinking & Skills	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
			1.3: Different Perspectives Demonstrate an understanding of multiple perspectives by discussing perspectives using the <i>Lenses</i> video and applying ideas to primary and secondary sources.
	Grade 8 CS 21	Government- Civics Participation & Skills	Informed citizens understand how media and communication technology influence public opinion.
			1.2: Defining History Demonstrate an understanding of historicity by discussing how "facts" are spread through social media.
1.3: Different Perspectives Demonstrate an understanding of the media influence on public opinion by analyzing the "Blue & Black / White			

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			& Gold Dress” debate and its influence on the public.
American History	Grades 9-12 CS1	History- Historical Thinking & Skills	The use of primary and secondary sources of information includes an examination of the credibility of each source.
			1.2: Defining History Demonstrate an understanding of credibility by examining famous stories of George Washington and the cherry tree, King Arthur and the Knights of the Round Table, the Trojan War, Robin Hood, and Area 51 and other conspiracy theories.
			1.3: Different Perspectives Demonstrate an understanding of source credibility after watching the <i>Lenses</i> video and completing the Primary vs Secondary Source Quiz Game.
	Grades 9-12 CS 2	History- Historical Thinking & Skills	Historians develop theses and use evidence to support or refute positions.
			2.4: Developing Historical Arguments Develop a thesis by using a historical argument/thesis checklist as a guide to refine a historical argument.
	Grades 9-12 CS 3	History- Historical Thinking & Skills	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.
1.2: Defining History Demonstrate an understanding of cause, effect, sequence, and correlation by identifying the impact of Mason Locke Weems on the “history” of George Washington.			
Modern World History	Grade 9-12 CS1	History- Historical Thinking & Skills	The use of primary and secondary sources of information includes an examination of the credibility of each source.
			1.2: Defining History Demonstrate an understanding of credibility by examining famous stories of George Washington and the cherry tree, King Arthur and the Knights of the Round Table, the Trojan War, Robin Hood, and Area 51 and other conspiracy theories.
			Historians develop theses and use evidence to support or refute positions.
	Grades 9-12 CS 2	History- Historical Thinking & Skills	2.4: Developing Historical Arguments Develop a thesis by using a historical argument/thesis checklist as a guide to refine a historical argument based on research and analysis of primary and secondary sources.
			Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.
	Grade 9-12 CS3	History- Historical Thinking & Skills	1.2: Defining History Demonstrate an understanding of cause, effect, sequence, and correlation by identifying the impact of Mason Locke Weems on the “history” of George Washington.

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English Language Arts for Social Studies				
	Grade Level & Standard	Domain	Standard (purple) Essential Skill and Method	
Reading	RH. 6-8.1	Key Ideas and Details	Cite specific textual evidence to support analysis of primary and secondary sources.	
			2.2: Citations & Bibliographies Produce a citation using the Chicago Manual of Style (17th ed.) for all student found sources by exploring incorrect citations using <i>Citation Quest!</i>	
			2.3: Making the Most of Researching Produce a citation by compiling and tracking source specific identification information (author, title, date, etc.).	
	RH. 6-8.2		Analyze content-area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate summary that includes the central ideas of the source.	
			2.2 (b only): Citations & Bibliographies Demonstrate understanding of texts by creating annotations for all student researched sources.	
			2.3: Making the Most of Researching Demonstrate an ability to analyze content-area specific texts by creating an annotated bibliography after taking notes, summarizing, etc. each primary and secondary source.	
			3.1: Project Overview Build an annotated bibliography by creating annotations that analyze the value of source to the individual research.	
	RH. 6-8.4		Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
				2.3: Making the Most of Researching Display an understanding of word meaning and usage by reading and analyzing a variety of primary and secondary sources.
	RH. 6-8.6			Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
1.2 Defining History Demonstrate an understanding of an author’s purpose and perspective by examining Mason Locke Weems’ additions to the biography of George Washington.				
2.3: Making the Most of Researching Display an understanding of an author’s purpose and perspective by reading and analyzing a variety of primary and secondary sources from multiple perspectives on the same topic.				

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RH. 6-8.7	Integration of Knowledge and Ideas	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
		1.3: Thinking about History Demonstrate an ability to read and understand visual information by analyzing multiple perspectives in <i>The Elephants and Numbers Activity</i> .
		2.3: Making the Most of Researching Display an understanding of the importance of visual information by incorporating searches for primary and secondary visual information into student research as seen in <i>All the World's a Source</i> .
RH. 6-8.8	Integration of Knowledge and Ideas	Distinguish among fact, opinion, and reasoned judgment in a text.
RH. 6-8.9		2.3: Making the Most of Researching Differentiate between fact and opinion by evaluating a variety of primary and secondary sources from multiple perspectives.
RH. 6-8.9		Analyze the relationship between a primary and secondary source on the same topic.
RH. 6-8.10	Range of Reading and Level of Text Complexity	2.3: Making the Most of Researching Apply an understanding of the relationship between primary and secondary sources by using research methods to find appropriate sources related to students' research questions.
RH. 6-8.10		By the end of grade 8, read, comprehend, and respond to history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
RH. 9-10.1	Key Ideas and Details	2.3: Making the Most of Researching Demonstrate the ability to read, comprehend, and respond to grade appropriate texts by using multiple library classification systems, websites, etc. to find and analyze primary and secondary sources related to one research topic.
RH. 9-10.1		Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH. 9-10.1		2.2: Citations & Bibliographies Produce a citation using the Chicago Manual of Style (17th ed.) for all student found sources by exploring incorrect citations using <i>Citation Quest!</i>
RH. 9-10.2	Key Ideas and Details	2.3: Making the Most of Researching Produce a citation by compiling and tracking source specific identification information (author, title, date, etc.).
RH. 9-10.2		Analyze content-area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary of how key events or ideas develop over the course of the text.
RH. 9-10.2	Key Ideas and Details	2.2 (b only): Citations & Bibliographies Demonstrate understanding of texts by creating annotations for all student researched sources.
RH. 9-10.2		

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			<p>2.3: Making the Most of Researching Demonstrate an ability to analyze content-area specific texts by creating an annotated bibliography after taking notes, summarizing, etc. each primary and secondary source.</p>
			<p>3.1: Project Overview Build an annotated bibliography by creating annotations that analyze the value of source to the individual research.</p>
	RH. 9-10.3		<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
			<p>1.4: Additional Resources Display and understanding of cause and effect by reading and discussing primary and secondary versions of <i>The Fall of Icarus</i>.</p>
			<p>2.3: Making the Most of Researching Display an understanding of cause and effect related to a series of events by selecting and analyzing primary and secondary sources that describe multiple perspectives on a topic.</p>
	RH. 9-10.4		<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>
		Craft and Structure	<p>2.3: Making the Most of Researching Display an understanding of word meaning and usage by reading and analyzing a variety of primary and secondary sources.</p>
			<p>Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>
	RH. 9-10.6		<p>2.3: Making the Most of Researching Display an understanding of an author’s purpose and perspective by reading and analyzing a variety of primary and secondary sources from multiple perspectives on the same topic.</p>
	RH. 9-10.7		<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>
		Integration of Knowledge and Ideas	<p>2.3: Making the Most of Researching Analyze data by interpreting quantitative and qualitative data found in a variety of primary and secondary sources as it relates to a research topic.</p>
			<p>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>
	RH. 9-10.8		<p>2.3: Making the Most of Researching Evaluate an author’s claim by compiling evidence and examining reasoning from a variety of primary and secondary sources on a research topic.</p>

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	RH. 9-10.9		<p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>2.3: Making the Most of Researching Compare and contrast points of view on one topic by finding appropriate primary and secondary sources from a variety of research locations including libraries, websites, and personal interviews.</p>	
	RH. 9-10.10	Range of Reading and Level of Text Complexity	<p>By the end of grade 10, read, comprehend, and respond to history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>2.3: Making the Most of Researching Demonstrate the ability to read, comprehend, and respond to grade appropriate texts by using multiple library classification systems, websites, etc. to find and analyze primary and secondary sources related to one research topic.</p>	
	RH. 11-12.1	Key Ideas and Details	<p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>2.2: Citations & Bibliographies Produce a citation using the Chicago Manual of Style (17th ed.) for all student found sources by exploring incorrect citations using <i>Citation Quest!</i></p> <p>2.3: Making the Most of Researching Produce a citation by compiling and tracking source specific identification information (author, title, date, etc.).</p>	
	RH. 11-12.2:		<p>Analyze content-area-specific text development. b. Provide an accurate and objective summary that makes clear the relationships among the key details and ideas.</p> <p>2.2 (b only): Citations & Bibliographies Demonstrate understanding of texts by creating annotations for all primary and secondary sources.</p> <p>2.3: Making the Most of Researching Demonstrate an ability to analyze content-area specific texts by creating an annotated bibliography after taking notes, summarizing, etc. each primary and secondary source.</p> <p>3.1: Project Overview Build an annotated bibliography by creating annotations that analyze the value of source to the individual research.</p>	
	RH. 11-12.3:		<p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>2.3: Making the Most of Researching Display an understanding of correlation and causation related to a series of events by selecting and analyzing primary and secondary sources that describe multiple perspectives on a topic.</p>	

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	RH. 11-12.4:	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
			2.3: Making the Most of Researching Display an understanding of word meaning and usage by reading and analyzing a variety of primary and secondary sources.
	RH. 11-12.6		Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
			2.3: Making the Most of Researching Display an understanding of an author's purpose and perspective by reading and analyzing a variety of primary and secondary sources from multiple perspectives on the same topic.
	RH. 11-12.7	Integration of Knowledge and Ideas	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
			2.3: Making the Most of Researching Integrate and evaluate a variety of diverse formats and media by using <i>All the World's a Source</i> to guide discovery of objects, photos, and other media as primary sources to answer a research question.
			Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	RH. 11-12.8		2.3: Making the Most of Researching Evaluate an author's claim by compiling evidence and examining reasoning from a variety of primary and secondary sources on a research topic.
			Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	RH. 11-12.9		2.3: Making the Most of Researching Evaluate multiple points of view on one topic by finding appropriate primary and secondary sources from a variety of research locations including libraries, websites, and personal interviews.
RH. 11-12.10	Range of Reading and Level of Text Complexity	By the end of grade 12, read, comprehend, and respond to history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	
		2.3: Making the Most of Researching Demonstrate the ability to read, comprehend, and respond to grade appropriate texts by using multiple library classification systems, websites, etc. to find and analyze primary and secondary sources related to one research topic.	
Writing	WHST. 6-8.1a	Text Types and Purposes	Write arguments focused on discipline specific content. a. Establish a clear thesis statement to present an argument.
			2.4: Developing Historical Arguments Develop a thesis that reflects the students' historical argument about specific topics based on research.

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		2.5: Additional Materials and Resources Create a well-supported thesis by using the Thesis Mad Libs Activity to assist in preliminary thesis development as well as refinement of thesis.
WHST. 6-8.2a		Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Establish a thesis statement to present information. 2.4: Developing Historical Arguments Produce an informative/explanatory text demonstrating the research and analysis of primary and secondary sources to support a thesis. Products may include exhibits, documentaries, papers, performances (with script), and websites (see s 3.1-3.6).
WHST.6-8.7	Research to Build and Present Knowledge	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 2.3: Making the Most of Researching Apply an understanding of research practices by examining primary and secondary sources to answer research questions and identify additional related sources.
		3.2-3.6: Exhibits, Documentary, Paper, Performance, Website Display and share the results of a short research project by selecting and constructing a project in a specific medium including exhibits, documentaries, papers, performances, or websites.
WHST.6-8.8		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation 2.3: Making the Most of Researching Apply an understanding of research practices by using multiple library classification systems to locate primary and secondary sources to answer research questions.
WHST.6-8.9		Draw evidence from informational texts to support analysis, reflection, and research. 2.3: Making the Most of Researching Support a research question by identifying evidence from multiple primary and secondary sources.
WHST. 9-10.1a	Text Types and Purposes	Write arguments focused on discipline specific content. a. Establish a clear and thorough thesis to present an argument. 2.4: Developing Historical Arguments Develop a thesis that reflects the students' historical argument about specific topics based on research. 2.5: Additional Materials and Resources Create a well-supported thesis by using the Thesis Mad Libs Activity to assist in preliminary thesis development as well as refinement of thesis.

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<p style="text-align: center;">WHST. 9-10.2a</p>		<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Establish a clear and thorough thesis to present information.</p> <p>2.4: Developing Historical Arguments Produce an informative/explanatory text demonstrating the research and analysis of primary and secondary sources to support a thesis. Products may include exhibits, documentaries, papers, performances (with script), and websites (see s 3.1-3.6).</p>
<p style="text-align: center;">WHST.9-10.7</p>	<p style="text-align: center;">Research to Build and Present Knowledge</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>2.3: Making the Most of Researching Apply an understanding of research practices by examining primary and secondary sources to answer research questions and identify additional related sources.</p> <p>3.2-3.6: Exhibits, Documentary, Paper, Performance, Website Display and share the results of a short research project by selecting and constructing a project in a specific medium including exhibits, documentaries, papers, performances, or websites.</p>
<p style="text-align: center;">WHST.9-10.8</p>		<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>1.1: Introduction Apply an understanding of research practices by creating a project journal to record sources, annotations and project notes.</p> <p>2.3: Making the Most of Researching Apply an understanding of research practices by using multiple library classification systems to locate primary and secondary sources to answer research questions.</p>
<p style="text-align: center;">WHST.9-10.9</p>		<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3: Making the Most of Researching Support a research question by identifying evidence from multiple primary and secondary sources.</p>
<p style="text-align: center;">WHST. 11-12.1a</p>		<p style="text-align: center;">Text Types and Purposes</p>

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	WHST. 11-12.2		<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>2.4: Developing Historical Arguments Produce an informative/explanatory text demonstrating the research and analysis of primary and secondary sources to support a thesis. Products may include exhibits, documentaries, papers, performances (with script), and websites (see s 3.1-3.6).</p>
	WHST.11-12.7	Research to Build and Present Knowledge	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
	WHST.11-12.8		<p>2.3: Making the Most of Researching Apply an understanding of research practices by examining primary and secondary sources to answer research questions and identify additional related sources.</p> <p>3.2-3.6: Exhibits, Documentary, Paper, Performance, Website Display and share the results of a short research project by selecting and constructing a project in a specific medium including exhibits, documentaries, papers, performances, or websites.</p>
	WHST.11-12.9		<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
	WHST.11-12.9		<p>2.3: Making the Most of Researching Apply an understanding of research practices by using multiple library classification systems to locate primary and secondary sources to answer research questions.</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>2.3: Making the Most of Researching Support a research question by identifying evidence from multiple primary and secondary sources.</p>

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Social Emotional Learning Standards			
Competency	Grade Level & Standard	Topic	Standard (green) Essential Skill and Method
A: Self Awareness	Middle Grades: A1. 1.c	A1: Demonstrate an awareness of personal emotions	Identify, recognize and name personal complex emotions
			1.1: Introduction Demonstrate an awareness of personal emotions by evaluating the research process and deciding to work alone or in a group.
			1.3: Different Perspectives Demonstrate an awareness of personal emotions by reflecting on multiple perspectives using <i>Elephants & Dresses</i> activities.
	Middle Grades: A1. 2.c		Explain that emotions may vary based on the situation, including people and places
			1.1: Introduction Demonstrate an awareness of varying emotions when evaluating the research process and deciding to work alone or in a group.
			1.3: Different Perspectives Demonstrate an awareness of personal emotions by reflecting on multiple perspectives using <i>Elephants & Dresses</i> activities.
	High School: A1. 1.d		Identify complex emotions as an indicator of personal state of well-being
			1.1: Introduction Demonstrate an awareness of personal emotions by evaluating the research process and deciding to work alone or in a group.
			1.3: Different Perspectives Demonstrate an awareness of complex personal emotions by reflecting on multiple perspectives using <i>Elephants & Dresses</i> activities.
	High School: A1. 2.d		Analyze ways emotions impact the social environment
			1.1: Introduction Demonstrate an awareness of how emotions impact social awareness when making decisions about how to complete the project (independently, or in groups) and by delegation of jobs within the group.
			1.3: Different Perspectives Demonstrate an awareness of how emotions impact social awareness by reflecting on multiple perspectives using <i>Elephants & Dresses</i> activities.

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C: Social Awareness	Middle Grades: C1. 3.c	C1: Recognize, identify and empathize with the feelings and perspective of others	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective
			1.1: Introduction Demonstrate empathy toward others when making decisions about how to complete the project (independently, or in groups) and by delegation of jobs within the group.
	C3. 1.c	C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures	Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice
			1.1: Introduction Demonstrate respect when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.
			1.3: Different Perspectives Demonstrate respect by discussing how primary and secondary sources can reflect different perspectives which may include positive or negative stereotypes.
			Examine and address explicit or implicit personal biases toward an individual or group
C3. 1.d	C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures	1.1: Introduction Demonstrate an understanding of bias by making thoughtful decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.	
		1.3: Different Perspectives Demonstrate an understanding of bias by discussing how primary and secondary sources can reflect the biases of individuals or groups.	
D: Relationship Skills	D1. 1.c	D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups.	Demonstrate the ability to actively listen and understand multiple perspectives
			1.1: Introduction Demonstrate active listening when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.
	D3. 1.c	D3: Demonstrate the ability to prevent, manage and resolve	Recognize and acknowledge different perspectives of others to prevent conflict
			1.1: Introduction Demonstrate the ability to understand different perspectives when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.

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		interpersonal conflicts in constructive ways	1.3: Different Perspectives Demonstrate the ability to understand different perspectives by considering how multiple perspectives impact an event when using the <i>Elephants & Dresses</i> activities.
E: Responsible Decision- Making	E1. 1.c	E1: Develop, implement and model effective decision and critical thinking skills	Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective
			1.1: Introduction Demonstrate critical thinking skills when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.
			1.3: Different Perspectives Demonstrate critical thinking skills by considering how multiple perspectives impact an event when using the <i>Elephants & Dresses</i> activities.
	E1. 1.d		Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives
			1.1: Introduction Demonstrate critical thinking skills when making decisions about how to complete the research project (independently or in groups) and by delegation of jobs within the group.
			1.3: Different Perspectives Demonstrate critical thinking skills by considering how multiple perspectives impact an event when using the <i>Elephants & Dresses</i> activities.
	E1. 2.c		Gather evidence to support and solve academic and social challenges
			3.2-3.6: Exhibits, Documentary, Paper, Performance, Website Demonstrate an ability to solve academic challenges by selecting and creating a presentation most appropriate to display and share knowledge gathered by research.
E1. 2.d	Implement a decision-making process to solve complex situations including academic and social challenges		
	3.2-3.6: Exhibits, Documentary, Paper, Performance, Website Demonstrate an ability to solve academic challenges by selecting and creating a presentation most appropriate to display and share knowledge gathered by research.		