

Trees to the Capitol 2014 K-12 Education Curriculum

Curriculum Outline
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Minnesota Christmas Tree Association

*Curriculum created in partnership with 2014 U.S. Capitol Christmas Tree, Choose Outdoors and U.S. Forest Service.
For more information go to <http://www.capitolchristmastree.com>*

Curriculum Sketch: Grades K-3

Day 1

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
<p>History of the Christmas Tree and Capitol Christmas Trees</p> <p>Location of the 2014 tree harvest (Chippewa National Forest) and the variety of the tree harvested</p>	<p>I can explain the difference between a deciduous and a coniferous tree.</p> <p>I can explain 3 main historical points about the history of the Christmas Tree.</p> <p>I know 3 main points about the Capitol Christmas Trees Campaign.</p> <p>I can create a Christmas Tree with appropriate decorations.</p>	<p>History Capitol Washington D.C. National Forest Deciduous Coniferous</p>	<p>Students will decorate the cover page of Capitol Christmas Tree book and create the first page of the book.</p>	<p>Rubrics should pay close attention to...</p> <ul style="list-style-type: none"> -Handwriting -Following Directions -Neatness -Content Relevance

Notes

- An example of the book is provided in the example index of the curriculum.
- A map of the US and MN may be helpful when discussing Washington D.C. and the Chippewa National Forest
- Visit: <http://www.realchristmastrees.org/dnn/education/historyofchristmastrees.aspx> to help assist your lecture on the history of the Christmas Tree and <http://www.aoc.gov/nations-stage/capitol-christmas-tree> for history on Capitol Christmas Trees.

Day 2

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
Tree industry in Minnesota	How do farmers grow their trees? How long does it take a tree to go? What are three main variety families tree growers sell in Minnesota?	Spruce Fir Pine	Create page 2 in the Capitol Christmas Tree book. Students will use their 5 senses to describe the differences in the three varieties of trees (spruce, fir and pine) and record their answers on a worksheet.	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance Worksheet answers may vary.

Notes

- An example of the book is provided in the example index of the curriculum.
 - Collect a small branch sample from each tree (Spruce, Fir and Pine).
 - Worksheet for recording student responses for the 5 senses activity is provided in the examples portion of the curriculum.
- Some students may have an allergy to the oils on evergreens. If so, they should not touch the needles.

Day 3

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
Trucking Services and how they move goods across the country. GPS system	I know what kinds of trucks haul goods that we need each day? I know what a GPS can do?	GPS Semi-Truck	Create page 3 in the Capitol Christmas Tree book. Students will observe the online tracking system by viewing: the GPS system located on the home page of the Capitol Christmas Tree Website	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance

Notes

- An example of the book is provided in the example index of the curriculum.
- Bringing in a GPS for students to observe would be helpful for providing a visual of what a device looks like.
- A SMARTBoard/Projection device is suggested to show the online tracking system and location of the trees.
- For a tracking link please go to <http://www.capitolchristmastree.com>

Day 4

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
The 2014 Capitol Christmas Tree Ornament Contest	I can identify different types of ornaments. I know 3 popular ornaments.	Ornament Tinsel Lights	Create page 4 in the Capitol Christmas Tree book. Students will create their own Christmas tree ornament	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance

Notes

- An example of the book is provided in the examples index of the curriculum.
- A suggested ornament is provided in the examples index of the curriculum, but many ideas can be found on Pinterest.
- Background information on ornaments can be found at <http://www.capitolchristmastree.com/ornaments/>

Day 5

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
Chippewa National Forest	I can identify where Chippewa National Forest is on a map of MN. I know why the forest is designated as a national forest.	Ojibwe	Create page 5 and 6 in the Capitol Christmas Tree book.	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance

Notes

-An example of the book is provided in the examples index of the curriculum.

- A full history on the forest can be found at <http://www.fs.usda.gov/main/chippewa/about-forest>

Extended Learning

Continue tracking the location of the trees.

Visit a local tree farm with your class.

Ask a tree farmer to come and talk to your students about their farm.

If possible, take a field trip to one of the location stops along the way of the Capitol Christmas Tree route.

Create a timeline/map route on a large map. Create a semi-truck and move it across the country each day as it travels via the tracking website online.

Extended Resources

<http://www.capitolchristmastree.com>

<http://www.capitolchristmastree.com/u-s-capitol-christmas-tree-2014-tour-dates-announced/>

Add the link for tracking the trees

<https://www.youtube.com/watch?v=dcEbkxwLFmQ>

<https://www.youtube.com/watch?v=pwlhvz6Cn5U>

Curriculum Sketch: Grades 4-8

Day 1

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
History of the Christmas Tree	I can explain the difference between a deciduous and a coniferous tree.	History Capitol Washington D.C.	Create a timeline of events and label a map of the Capitol Trees stops.	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance
Location of the 2014 tree harvest (Chippewa National Forest)	I can explain 3 main historical points about the history of the Christmas Tree.	National Forest Deciduous Coniferous		
and the variety of the tree harvested	I know 3 main points about the Capitol Christmas Trees Campaign.			
Introduce symbolism				

Notes

- An example of the timeline and map is provided in the examples index of the curriculum.
- A map of the US and MN may be helpful when discussing Washington D.C. and the Chippewa National Forest
- Timeline and historical information can be found at <http://www.capitolchristmastree.com> and <http://www.capitolchristmastree.com/u-s-capitol-christmas-tree-2014-tour-dates-announced/>

Day 2

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
Tree industry in Minnesota	How do farmers grow their trees? How long does it take a tree to go? What are three main variety families tree growers sell in Minnesota?	Spruce Fir Pine	Venn Diagram Capitol Christmas Trees and Minnesota Christmas Tree Association	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance

Notes

- An example of the Venn Diagram is provided in the examples index of the curriculum.
- Students will need to possibly have access to a computer.
- Resources for the activity can be found at <http://www.capitolchristmastree.com> and <http://www.mncta.com>

Day 3

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
Trucking Services and how they move goods across the country. GPS system	What kinds of trucks haul goods that we need each day? Why do trucks important when hauling goods vs. other methods of transportation? How can a GPS help us? How are the trucks using GPS in the Capitol Christmas Tree Campaign?	GPS Modes of Transportation: Semi-Truck Satellites	Students will watch a video: http://www.neok12.com/video/How-It-Works/zX014264595550577b435502.htm Students will complete GPS and trucking worksheet. Students will view the Tracking the Tree link to understand the daily location of the semi-truck at http://www.capitolchristmastree.com	Worksheet Answer Key

Notes

- An example of the worksheet is provided in the examples index of the curriculum.
- Bringing in a GPS system may be of use for a visual aid during lecture/classroom discussion.
- A SMARTBoard/Projection Unit is needed to watch the video and view the online tracking link.

Day 4

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
The 2014 Capitol Christmas Tree Ornament Contest	I can identify different types of ornaments. I know 3 popular ornaments.	Ornament Tinsel Lights	Students will create an ornament. Students will write/type a paragraph identifying the symbolism of their ornament.	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance

Notes

- An example of the paragraph is provided in the examples index of the curriculum.
- A list of suggested ornaments are provided in the examples portion of the curriculum.
- Background information on ornaments can be found at <http://www.capitolchristmastree.com/ornaments/>

Day 5

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
Chippewa National Forest	I can identify where Chippewa National Forest is on a map of MN. I know why the forest is designated as a national forest.	Ojibwe	Students will research the Ojibwe tribe and create a project based on their research.	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance

Notes

- A word/idea web for the project is provided in the examples index of the curriculum.
- Library/Media center access will be helpful for the project.
- A full history on the forest can be found at <http://www.fs.usda.gov/main/chippewa/about-forest>

Extended Learning

Continue tracking the location of the trees.

Visit a local tree farm with your class.

Ask a tree farmer to come and talk to your students about their farm.

If possible, take a field trip to one of the location stops along the way of the Capitol Christmas Tree route.

Create a timeline/map route on a large map. Create a semi-truck and move it across the country each day as it travels via the tracking website online.

Extended Resources

<http://www.capitolchristmastree.com>

<http://www.capitolchristmastree.com/u-s-capitol-christmas-tree-2014-tour-dates-announced/>

Add the link for tracking the trees

<https://www.youtube.com/watch?v=dcEbkxwLFmQ>

<https://www.youtube.com/watch?v=pwlvz6Cn5U>

Curriculum Sketch: Grades 9-12

Day 1

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
History of the Christmas Tree, and its Symbolism	I can explain the difference between a deciduous and a coniferous tree.	History Capitol Washington D.C. National Forest	Create a timeline of events and label a map of the Capitol Trees stops.	Rubrics should pay close attention to... -Handwriting -Following Directions -Neatness -Content Relevance
Location of the 2014 tree harvest (Chippewa National Forest) and the variety of the tree harvested	I can explain 3 main historical points about the history of the Christmas Tree. I know 3 main points about the Capitol Christmas Trees Campaign.	Deciduous Coniferous		

Notes

- An example of a timeline and map is provided in the examples index of the curriculum.
- A map of the US and MN may be helpful when discussing Washington D.C. and the Chippewa National Forest
- Timeline and historical information can be found at <http://www.capitolchristmastree.com> and <http://www.capitolchristmastree.com/u-s-capitol-christmas-tree-2014-tour-dates-announced/>

Day 2

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
Tree industry in Minnesota	How do farmers grow their trees? How long does it take a tree to go? What are three main variety families tree growers sell in Minnesota?	Spruce Fir Pin	Debate. Split the class up and have a debate on real vs. fake Christmas Trees. Find more information at http://www.mncta.com/pages/RealvsArtificial/ Students should create a T-Chart identifying the benefits and negatives to each side of the debate.	Rubrics should pay close attention to: -Following Directions -Clear Communication -Content Relevance -Clear understanding of each point of view based on the documentation in the T-Chart

Notes

- Displaying a real and a fake Christmas tree could add to the discussion. If building fire codes don't allow for it, a sample of each type of branch may suffice for the activity.
- A T-Chart example is provided in the examples index of the curriculum.

Day 3 and 4

Topic	Discussion Questions	Key Vocabulary	Activity	Assessment Method
Trucking Services and how they move goods across the country. GPS system Trucking Industry	What kinds of trucks haul goods that we need each day? Why do trucks important when hauling goods vs. other methods of transportation? How can a GPS help us? How are the trucks using GPS in the Capitol Christmas Tree Campaign? I know what types of careers are generated from the trucking industry.	GPS Modes of Transportation: Semi-Truck Satellites Impact and advantages of the trucking business on the economy, businesses and consumers.	Students write an essay on the economic impacts of the trucking industry in the United States and a career in the trucking industry. Students will watch a video: http://www.neok12.com/video/How-It-Works/zX014264595550577b435502.htm Students will view the Capitol Christmas Tree tracking link to understand the daily location of the semi-truck at http://www.capitolchristmastree.com	Answers will vary. Rubrics should match core concepts of ELA standards. Rubrics should pay close attention to... -Handwriting/Typing -Following Directions -Neatness -Content Relevance

Notes

- Bringing in a GPS system may be of use for a visual aid during lecture/classroom discussion.
- A SMARTBoard/Projection Unit is needed to watch the video and view the online tracking link.
- Students will complete mileage calculations, examples are provided in the examples index of the curriculum.
- Student access to the library/media center for research may be helpful to complete the essay

Day 5

Topic	I Can/I Know Statements	Key Vocabulary	Activity	Assessment Method
The 2014 Capitol Christmas Tree Ornament Contest	I can identify different types of ornaments. I know 3 popular ornaments.	Ornament Tinsel Lights	Students will create their own Christmas tree ornament Students will write/type a paragraph identifying the symbolism of their ornament.	Rubrics should pay close attention to... -Handwriting/Typing -Following Directions -Neatness -Content Relevance

Notes

- A suggested ornament is provided in the examples index of the curriculum.
- Many ornaments can also be found on Pinterest.
- Background information on ornaments can be found at <http://www.capitolchristmastree.com/ornaments/>

Extended Learning

Continue tracking the location of the trees.

Visit a local tree farm with your class.

Ask a tree farmer to come and talk to your students about their farm.

If possible, take a field trip to one of the location stops along the way of the Capitol Christmas Tree route.

Create a timeline/map route on a large map. Create a semi-truck and move it across the country each day as it travels via the tracking website online.

Extended Resources

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<https://www.youtube.com/watch?v=pwlhvz6Cn5U>

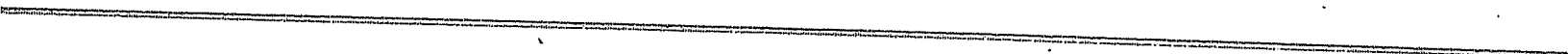
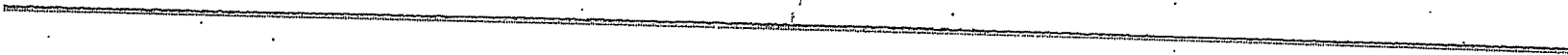
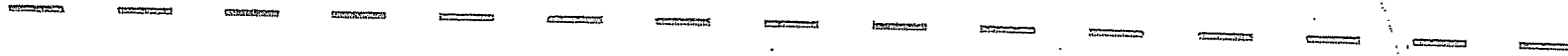
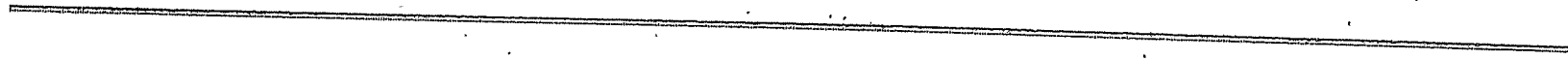
Acknowledgements

Thank you to Choose Outdoors and U.S. Forest Service for allowing special programming to continue each year in the Capitol Christmas Tree campaign. Showcasing the beauty of evergreen trees from states and national forests across the country allow many to join in the celebration of the holiday season. Minnesota is certainly fortunate to have been selected for the 2014 harvest.

From the early planning stages to the lighting of the tree in Washington D.C. a sincere thank you to Bruce Ward of Choose Outdoors. A special thank you to all of the sponsors for the 2014 Capitol Christmas Tree campaign. Along with the large white spruce that has been harvested for showcase in Washington D.C. many other trees from local Minnesota tree growers will travel and be displayed in Washington's public venues. Thank you to the growers for their donations.

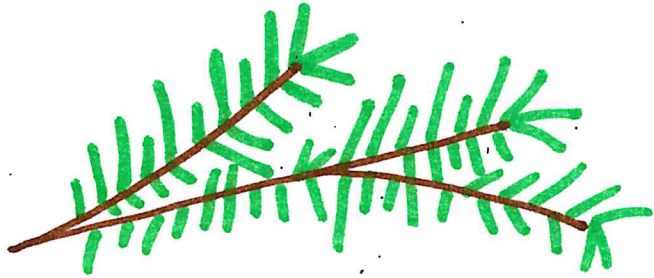
A final thank you to John Hausladen of the Minnesota Trucking Association. John's assistance and expertise in the development of the curriculum brought a higher tiered level to student driven activities.

Example Index



SAMPLE

Tree Differences



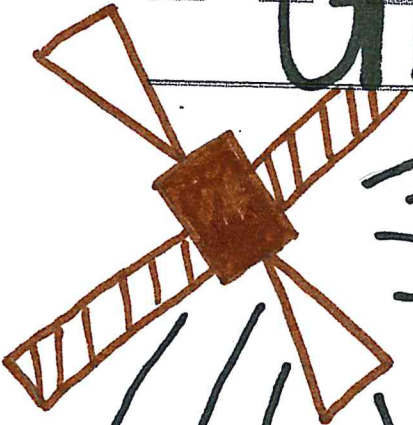
The fir tree
is softer
and smelled
the best.

Pictures
will vary

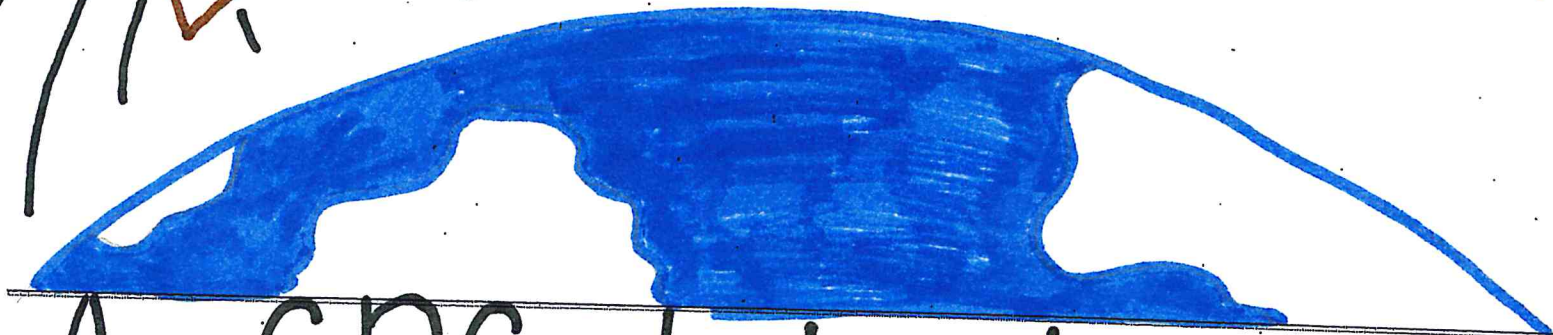
My favorite tree variety
was the _____.

SAMPLE

GPS - Tracking



Pictures
will vary.



A GPS helps track
the trees to the capitol.

SAMPLE

Christmas Ornament



pictures
will vary

My favorite
ornament is
an angel

Ornaments are a decoration

made up of glass, metal, wood, etc.

Chippewa National Forest

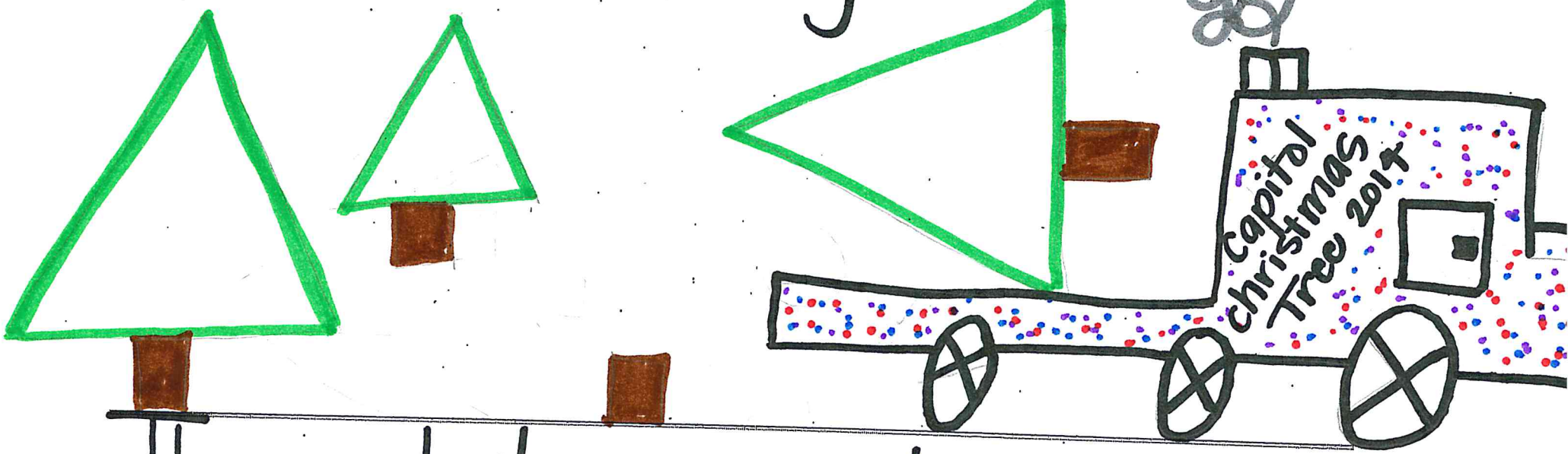


The Capitol Christmas Tree

was harvested from a national forest.

SAMPLE

Harvesting



The white spruce tree was
harvested on October 29, 2014.

Capitol Christmas Tree: 5 Senses Activity

	Pine Tree	Spruce Tree	Fir Tree
Touch			
Smell			
Sound			
See			
Taste			

Capitol Christmas Tree Ornament Idea (Pinterest has may crafty and cute ideas)

Materials Needed:

- Sticks (6" in length)
- Ribbon scraps (I used shades of green and brown)
- Hot glue gun
- Twine
- Scissors

Directions:

1. Tie the scraps of ribbon down the stick.
2. Trim the ribbon scraps into the shape of a Christmas tree.
3. Use the hot glue to attach a piece of twine to the top so the ornament can hang (teacher/adult should complete this step).



Christmas Tree Debate

Name: _____ Date: _____

Real Christmas Trees

Artificial Christmas Trees

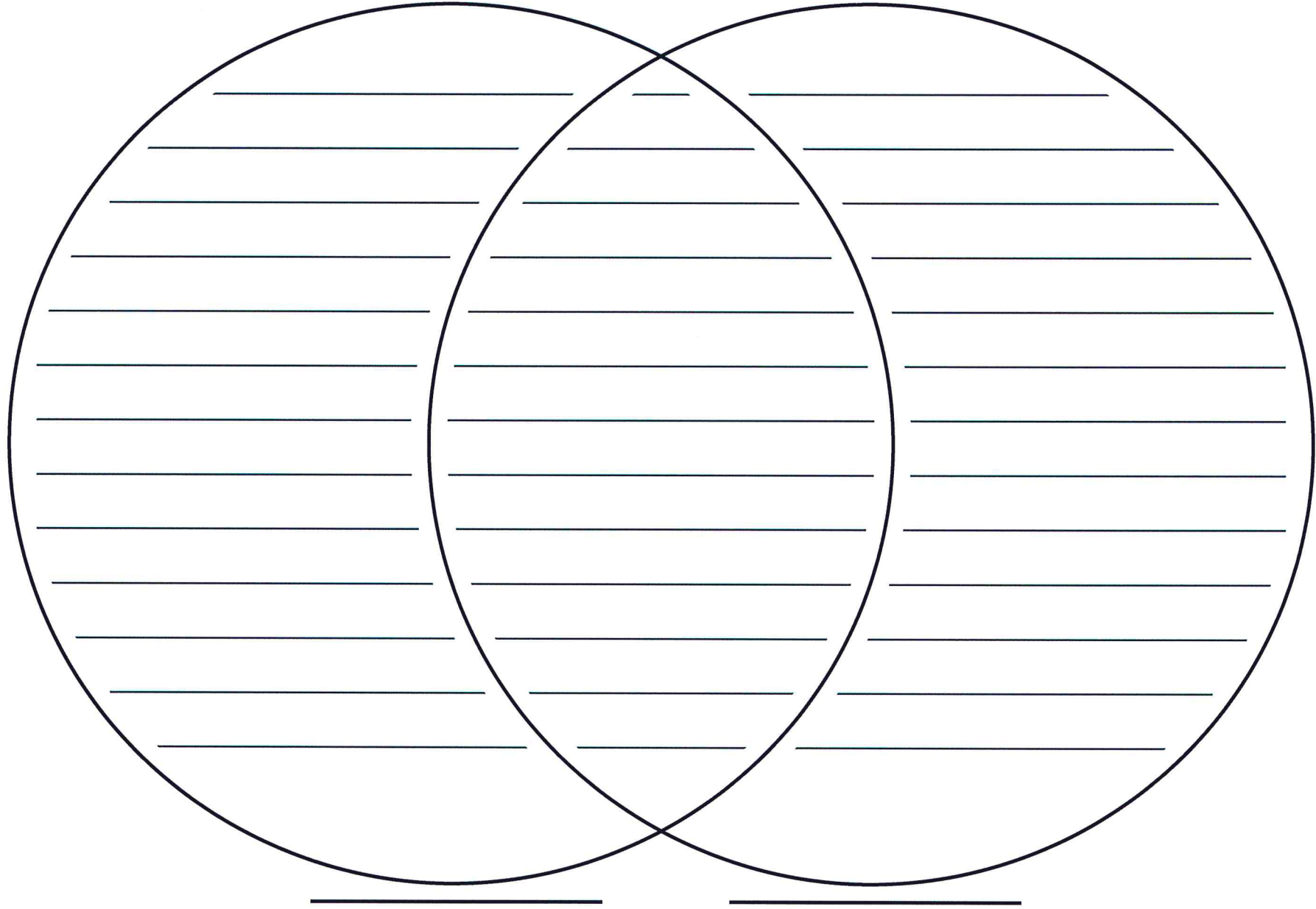


Name _____ Date _____

Time Line

Write dates for each event in time order from left to right. Add details along the line.

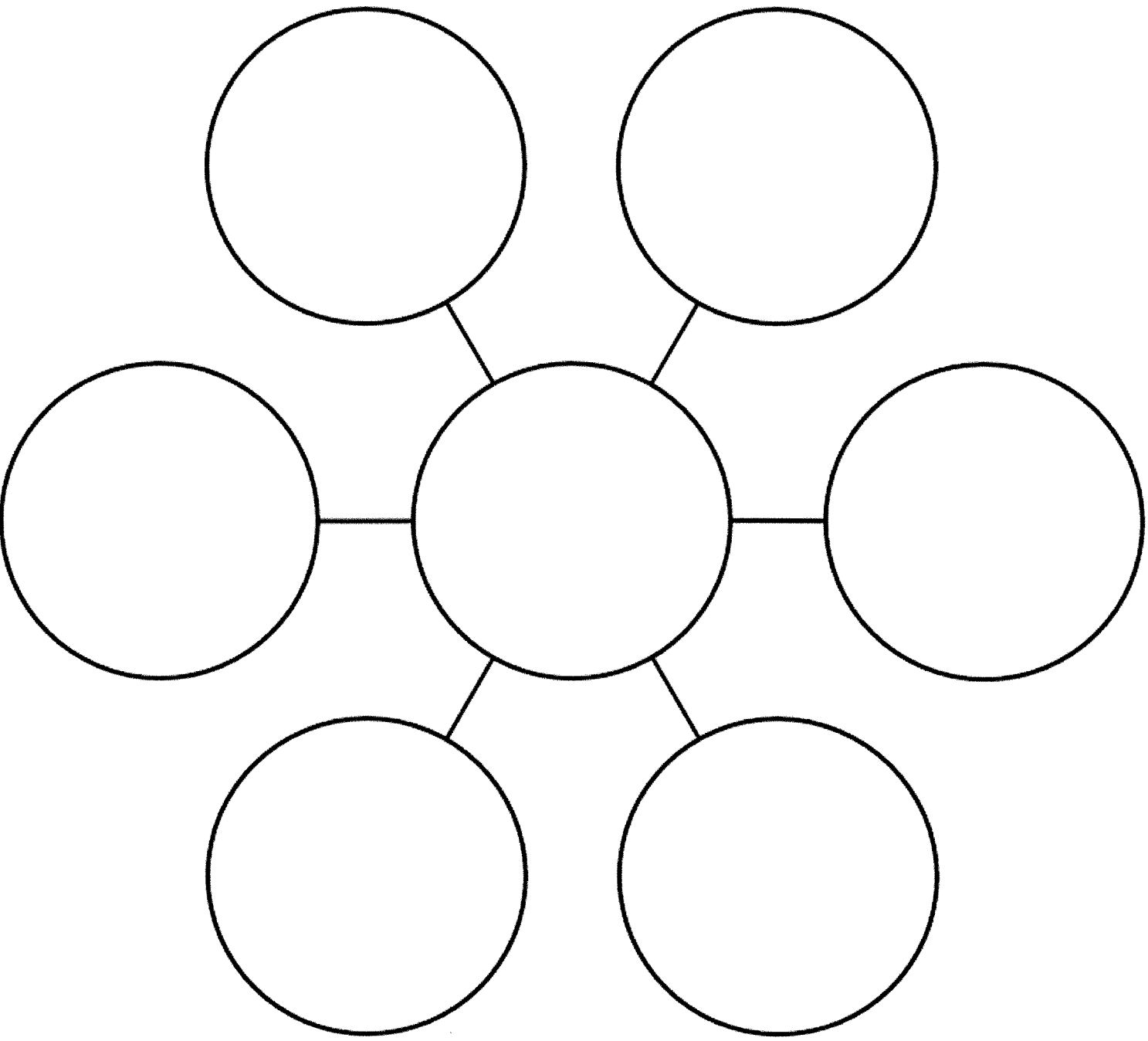




Venn Diagram

Name : _____

Bubble Map Graphic Organizer

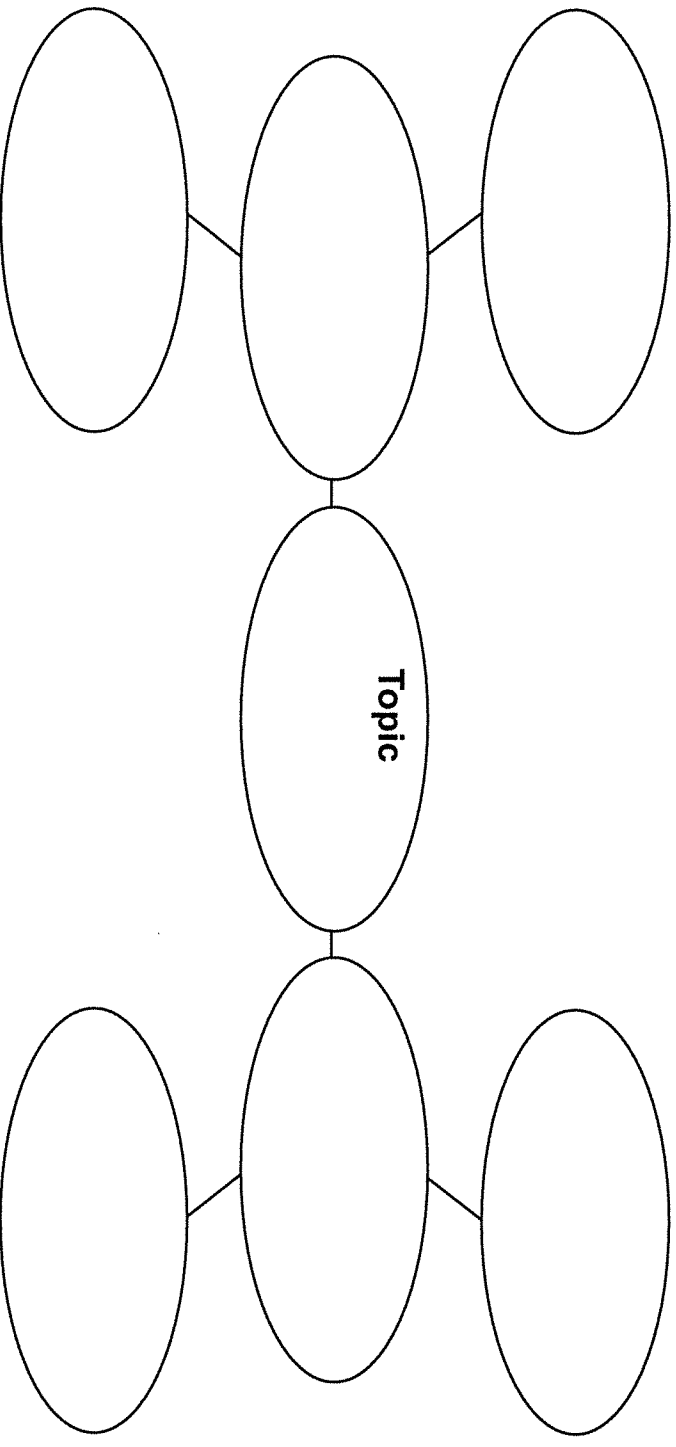


Name _____

Date _____

Cluster/Word Web 2

Write your topic in the center circle and details in the smaller circles. Add circles as needed.



Speed/Data Tracking GPS Locating Activity

What is the total time traveled if the speed is 55 mph?

****Time=Distance/Speed**

Location	Miles Between Stops	Estimated Time of Travel
Mayo Clinic, Rochester	89	
St. James Hotel, Red Wing	46	
Cabela's, Owatonna	65	
Base Camp	60	
Forest Products Lab, Minneapolis	270	
Harley-Davidson Museum, Milwaukee	80	
Wilmington HS, Wilmington, WI	140	
Gerald Ford Museum, Grand Rapids	195	
Michigan State University	70	
Henry Ford Museum	85	
First Energy Stadium, Cleveland, OH	163	
Kenworth, Chillicothe, OH	185	
City of Charleston, WV	120	
Winter Wonderland, Marietta, WV	90	
Oglebay Resort, Wheeling, WV	95	
Andrews AFB	288	
US Capitol Grounds, West Lawn	12	

Work: