

CONNECTING THE EF TO HISTORY



Tracing Ecological Footprints through history looks at economic, political, and cultural factors that shaped **how people lived** at different time periods, and the economic, geographical, political, and cultural factors shaping their lives.

Outcomes: What will students learn by integrating the EF into history?

The historical practices surrounding food, transportation, housing, and energy usage provide opportunities to meet multiple historical standards, including those listed in the Historical and Social Sciences Analysis Skills Standards. Specific knowledge and skills developed through an EF lens include:

- comparing the past and present, and evaluating consequences of past events
- understanding how change happens
- understanding human modifications to the environment and the resulting environmental policy issues
- showing the connections between historical events and larger social, economic, and political trends
- understanding how changes in technology, political decisions, and other historical events shaped structural systems and contributed to our current way of living

**** In addition, the EF provides a critical lens for students to think through as they develop as humans and make choices in lifestyle and as a consumer. In thinking about how history has shaped systems and the environment today, students may decide on what they can do on an individual level and at a policy level to ensure a safe environment for future generations. ****

Guiding Questions for Integrating the EF into history

You can use guiding questions to get students thinking about EF issues in history. Here are a few suggested questions that can be used across time periods:

- What natural resources were important to the place and time? How did different groups of people in this place and time use these resources?
- How did different groups of people live in a particular place and time? For example, how did the lives of serfs differ from that of lords?
- What were the important economic ties at this time? What political events shaped these?
- What were the important technologies at the time? How did they develop? What impact did they have on the environment?
- What were the belief systems at the time regarding the natural world? What impact did those beliefs have on the use of resources? How did these beliefs systems vary by culture?

More standards-specific questions can be found in the “Standards and the EF” document in your training packet.

