



# **Social Studies**

## **Core Curriculum**



## Level K: Self and Others

The social studies program at the kindergarten level focuses on helping students develop awareness of themselves as growing individuals. Children’s unique qualities as well as similarities to others are stressed. Children learn about values, ideas, customs, and traditions through folktales, legends, music, and oral histories. In addition, children’s relationships with others in the classroom and the school become sources for social studies learning. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful. A wide range of interdisciplinary activities can help children grow and develop and gain knowledge and skills. Children also begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws.

<i>Level K—Content Understandings</i>	<i>Concepts/Themes</i>
<p><b>Myself and others</b>            My physical self includes gender, ethnicity, and languages.            Each person has needs, wants, talents, and abilities.            Each person has likes and dislikes.            Each person is unique and important.            People are alike and different in many ways.            All people need others.            All people need to learn and learn in different ways.            People change over time.            People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.</p>	<p>Identity</p> <p>Change</p> <p>Culture</p>
<p><b>My family and other families</b>            My family and other families are alike and different.</p>	<p>Identity</p>
<p><b>My school and school community</b>            What is a school?</p>	
<p><b>My neighborhood</b>            My neighborhood can be located on a map.            Different people live in my neighborhood.</p>	<p>Places and Regions</p>
<p><b>Location of home, school, neighborhood, and community on maps and globes</b>            Land and water masses can be located on maps and a globe.            The United States can be located on a map and a globe.</p>	<p>Places and Regions</p>
<p><b>Basic human needs and wants</b>            People define basic human needs and wants.            Families have needs and wants.</p>	<p>Needs and Wants</p>

**Level K—Content Understandings****Concepts/Themes****People helping one another to meet needs and wants (e.g., recycling and conservation projects)**

People rely on each other for goods and services in families, schools, and the neighborhood.  
People make economic decisions and choices.

Interdependence

**Symbols of citizenship**

Citizenship includes an awareness of the symbols of our nation.  
Citizenship includes an understanding of the holidays and celebrations of our nation.  
Citizenship includes knowledge about and a respect for the flag of the United States of America.

Citizenship  
and Civic Life**Rights, responsibilities, and roles of citizenship**

All children and adults have responsibilities at home, in school, in the classroom, and in the community.  
People have responsibilities as members of different groups at different times in their lives.

Citizenship  
and Civic Life**People making and changing rules and laws**

Rules affect children and adults.  
People make and changes rules for many reasons.

Government

**People making rules that involve consideration of others and provide for the health and safety of all**

Families develop rules to govern and protect family members.  
People in school groups develop rules to govern and protect themselves.

Government

## Grade 1: My Family and Other Families, Now and Long Ago

The grade 1 social studies program focuses on helping students learn about their roles as members of a family and school community. The development of identity and social interaction are stressed. The students explore self, family, and school through the five standards. Students learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and globes and learn how maps serve as representations of physical features and objects. Building on the level K program, the grade 1 program encourages interdisciplinary learning to assist in developing the content, concepts, and skills outlined for the K-12 social studies program.

**Grade 1—Content Understandings****Concepts/Themes****My family and other families**

Families and different kinds of families exist in all communities and societies though they may differ.  
Families have beliefs, customs, and traditions.  
Families have roles and responsibilities.  
Families are interdependent.  
Families lived in other places and at different times.

Identity

Culture  
Interdependence

**History of my family**

Families have a past and they change over time; my family timeline illustrates my family’s history.

Some family beliefs, customs, and traditions are based on family histories.

People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.

Folktales, biographies, oral histories, and legends relate family histories.

Change

Culture

**My community and local region**

Different events, people, problems, and ideas make up my community’s history.

Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.

Monuments and important places are located in my neighborhood.

Communities are connected economically and geographically.

People exchange elements of their cultures.

Change

Culture

**Places in my community and local region**

Places can be located on maps and on a globe.

Maps and diagrams serve as representations of places, physical features, and objects.

Cardinal directions can be used to locate places and physical features.

Symbols represent places and can be used to locate geographic features and physical characteristics.

People depend on and modify their physical environments to meet basic needs.

Places and Regions

Human Systems

**Challenge of meeting needs and wants**

Scarcity means that people’s wants exceed their limited resources.

Communities provide facilities and services to help satisfy the needs and wants of people who live there.

People use tools, technologies, and other resources to meet their needs and wants.

People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.

Through work, people in communities earn income to help meet their needs and wants.

Scarcity

Technology Needs and Wants

**Economic decision making**

People make decisions about how to spend the money they earn.

People work to earn money to purchase the goods and services they need and/or want.

Needs and Wants

**Symbols of citizenship**

Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.

Citizenship includes a pledge of allegiance or loyalty to the United States of America.

Citizenship and Civic Life

**Rights, responsibilities, and roles of citizenship**

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

Civic Values

**People making and changing rules and laws**

People form governments in order to develop rules and laws to govern and protect themselves.

Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice.

People plan, organize, and make decisions for the common good.

Students can participate in problem solving, decision making, and conflict resolution.

Government

Civic Values

Decision Making

## Grade 2: My Community and Other United States Communities

In the grade 2 social studies program, students explore rural, urban, and suburban communities, concentrating on communities in the United States. The student’s own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the students’ own, and from a variety of perspectives including geographic, socioeconomic, and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their communities.

<i>Grade 2—Content Understandings</i>	<i>Concepts/Themes</i>
<p><b>My community and region today</b>            My urban, suburban, or rural community can be located on a map.            Urban, suburban, and rural communities differ from place to place.            Events, people, traditions, practices, and ideas make up my urban, suburban, or rural community.            Communities in the future may be different in many ways.            My urban, suburban, or rural community has changed over time.            Roles and responsibilities of families in rural, urban, and suburban communities change over time.</p>	<p>Places and Regions</p> <p>Change</p>
<p><b>People depending on and modifying the physical environment</b>            Rural, urban, and suburban communities are influenced by geographic and environmental factors.            Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.</p>	<p>Environment and Society</p>
<p><b>Challenge of meeting needs and wants</b>            Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.            People in rural, urban, and suburban communities are producers and consumers of goods and services.            People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources.</p>	<p>Needs and Wants</p> <p>Factors of Production</p> <p>Needs and Wants</p>
<p><b>People using human, capital, and natural resources</b>            Scarcity of resources requires people to make choices in urban, rural, and suburban communities.</p>	<p>Factors of Production</p>
<p><b>Economic decision making</b>            Rural, urban, and suburban communities collect taxes to provide services for the public benefit.            Rural, urban, and suburban communities make decisions about how to spend the taxes they collect.</p>	<p>Economic Systems</p>
<p><b>Symbols of citizenship</b>            Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.            People living in urban, rural, and suburban communities celebrate various holidays.</p>	<p>Citizenship and Civic Life</p>

<i>Grade 2—Content Understandings</i>	<i>Concepts/Themes</i>
<p><b>Rights, responsibilities, and roles of citizenship</b>            People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.            Citizens can participate in decision making, problem solving, and conflict resolution.</p> <p><b>Making and changing rules and laws</b>            People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.            Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.</p>	Citizenship and Civic Life Decision Making Government

## Grade 3: Communities Around the World—Learning About People and Places

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world’s peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

<i>Grade 3—Content Understandings</i>	<i>Concepts/Themes</i>
<p><b>Cultures and civilizations</b>            What is a culture? What is a civilization?            How and why do cultures change?            Where do people settle and live? Why?            People in world communities exchange elements of their cultures.            People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.            People in world communities celebrate their accomplishments, achievements, and contributions.            Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</p>	Culture        Empathy
<p><b>Communities around the world</b>            People of similar and different cultural groups often live together in world communities.            World communities have social, political, economic, and cultural similarities and differences.            World communities change over time.            Important events and eras of the near and distant past can be displayed on timelines.            Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points.            All people in world communities need to learn and they learn in different ways.            Families in world communities differ from place to place.</p>	Empathy Identity  Change  Change  Culture Identity

<p>Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.</p> <p>Different events, people, problems, and ideas make up world communities.</p> <p>People in world communities may have different interpretations and perspectives about important issues and historic events.</p>	<p>Identity Culture</p>
<p><b>The location of world communities</b></p>	<p>Places and Regions</p>
<p>World communities can be located on maps and globes (latitude and longitude).</p> <p>The spatial relationships of world communities can be described by direction, location, distance, and scale.</p> <p>Regions represent areas of Earth’s surface with unifying geographic characteristics.</p> <p>World communities can be located in relation to each other and to principal parallels and meridians.</p> <p>Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.</p> <p>Earth’s continents and oceans can be located in relation to each other and to principal parallels and meridians.</p>	
<p><b>Physical, human, and cultural characteristics of world communities</b></p>	<p>Human Systems</p>
<p>The causes and effects of human migration vary in different world regions.</p> <p>The physical, human, and cultural characteristics of different regions and people throughout the world are different.</p> <p>Interactions between economic activities and geographic factors differ in world communities.</p> <p>The factors that influence human settlements differ in world communities.</p>	<p>Environment and Society</p>
<p><b>People depending on and modifying their physical environments</b></p>	<p>Physical Systems Environment and Society</p>
<p>People living in world communities depend on and modify their physical environments in different ways.</p> <p>Lifestyles in world communities are influenced by environmental and geographic factors.</p> <p>The development of world communities is influenced by environmental and geographic factors.</p>	
<p><b>Challenge of meeting needs and wants in world communities</b></p>	<p>Economic Systems</p>
<p>Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>Human needs and wants differ from place to place.</p> <p>People in world communities make choices due to unlimited needs and wants and limited resources.</p> <p>People in world communities must depend on others to meet their needs and wants.</p> <p>Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.</p> <p>People in world communities use human, capital, and natural resources.</p> <p>People in world communities locate, develop, and make use of natural resources.</p> <p>Resources are important to economic growth in world communities.</p>	<p>Needs and Wants</p>
<p><b>Economic decision making in world communities</b></p>	<p>Economic Systems Factors of Production</p>
<p>Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make.</p> <p>Economic decisions in world communities are influenced by many factors.</p>	<p>Factors of Production Interdependence</p>



**Symbols of citizenship in world communities**

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations.

Citizenship  
and Civic  
Life

**People making and changing rules and laws**

People in world communities form governments to develop rules and laws to govern community members.

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities.

Nation State  
Civic Values

Government

**Governments around the world**

Governments in world communities organize to provide functions people cannot provide as individuals.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions.

Nation State  
Decision

Making  
Government

## Grade 4: Local History and Local Government

The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

**Connect local, New York State, and United States history, focusing on the following themes:**

- Native American Indians of New York State
- European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas
- Colonial and Revolutionary periods
- The new nation
- Industrial growth and expansion
- Government—local and State

**Native American Indians of New York State**

Native American Indians were the first inhabitants of our local region and State.  
 The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquian were the early inhabitants of our State.  
 Meeting basic needs—food, clothing, and shelter  
 Uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors  
 Important accomplishments and contributions of Native American Indians who lived in our community and State

Culture

Needs and  
Wants

Culture

**Three worlds (Europe, the Americas, Africa) meet in the Americas**

Major explorers of New York State  
 Impacts of exploration—social/ cultural, economic, political, and geographic  
 The slave trade and slavery in the colonies  
 Groups of people who migrated to our local region and into our State  
 Ways that people depended on and modified their physical environments

Culture  
CultureEnvironment  
and Society**Colonial and Revolutionary periods**

Dutch, English, and French influences in New York State  
 Lifestyles in the colonies—comparisons during different time periods  
 Different types of daily activities including social/ cultural, political, economic, scientific/ technological, or religious  
 Ways that colonists depended on and modified their physical environments  
 Cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State  
 Colonial governments  
 Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?  
 Ways of making a living in our local region and State  
 Causes for revolution: social, political, economic  
 Important accomplishments of individuals and groups living in our community and region

Change  
CulturePhysical  
Settings  
Culture  
Government  
Economic  
Systems  
Change**The Revolutionary War in New York State**

Location of New York State  
 The significance of New York State's location and its relationship to the locations of other people and places  
 Geographic features that influenced the War  
 Native American Indians in New York State influenced the War.  
 The war strategy: Saratoga and other local battles  
 Loyalists and patriots in New York State  
 Leaders of the Revolution  
 Effects of the Revolutionary War

Places and  
Regions  
Human  
Systems  
Change**The new nation**

Foundations for a new government and the ideals of American democracy as expressed in the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America  
 The importance of the Bill of Rights  
 Individuals and groups who helped to strengthen democracy in the United States  
 The roots of American culture, how it developed from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it  
 Those values, practices, and traditions that unite all Americans

Government

Citizenship  
and Civic  
Life

Culture

**Industrial growth and expansion**

Transportation, inventions, communication, and technology  
(e.g., 1800s—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s—automobiles, subways, air travel, seaways, telephones, radios and televisions, computer)

Immigration and migration  
(e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State)

The important contributions of immigrants to New York State

Geographic influences of industrialization and expansion  
(e.g., natural resources, location); the interactions between economic and geographic factors

Technology

Change

Human  
Systems**Urbanization: economic, political, and social impacts**

Rural to urban to suburban migration

Economic interdependence (e.g., resource use; from farm to market)

Ways of learning and public education in our community and State

The labor movement and child labor

Human  
Systems  
Environment  
and Society  
Change**Government**

Basic democratic values (Taken from: National Standards for Civics and Government)

The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Civic Values

Citizenship  
and Civic  
Life**Purposes of government**

The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good. (Taken from: National Standards for Civics and Government)

Government

**Local and State governments**

An introduction to the probable consequences of the absence of government

The structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches

The meaning of key terms and concepts related to government, including democracy, power, and citizenship

The United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.

Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office

People elect and/or appoint leaders who make, enforce, and interpret laws.

Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.

Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.

Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Government

Civic Values

Government

Citizenship  
and Civic  
Life

Nation State

# Grade Five: The United States, Canada, and Latin America

The grade 5 social studies program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade 4 social studies program. When appropriate, the grade 5 program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies. For additional guidance in selecting content, case studies, activities, evaluation questions, and resources, consult *Social Studies Program: Grade 5* (New York State Education Department, 1987).

<i>Grade 5—Content Understandings</i>	<i>Concepts/Themes</i>
<p><b>History of the United States, Canada, and Latin America</b></p> <p>Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.</p> <p>Different people living in the Western Hemisphere may view the same event or issue from different perspectives.</p> <p>The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.</p> <p>Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.</p> <p>Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 18th-century exploration and encounter; 19th-century westward migration and expansion, 20th-century population movement from rural to suburban areas.</p> <p>Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.</p> <p>Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.</p>	<p>Culture</p> <p>Empathy</p> <p>Interdependence</p> <p>Change</p> <p>Identity</p> <p>Change</p>
<p><b>Geography of the United States, Canada, and Latin America</b></p> <p>Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America today.</p> <p>Political boundaries change over time and place.</p> <p>Different geological processes shaped the physical environments of the United States, Canada, and Latin America.</p> <p>The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources), human systems, and environment and society. A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.</p> <p>The physical and human characteristics of places in the United States, Canada, and Latin America today</p>	<p>Places and Regions</p> <p>Physical Systems</p> <p>Human Systems</p>

<p>Culture and experiences influence people’s perceptions of places and regions in the United States, Canada, and Latin America today.                  The characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America                  Human actions modify the physical environments of the United States, Canada, and Latin America.</p>	<p>Environment and Society  Human Systems</p>
<p><b>The economies of the United States, Canada, and Latin American nations</b>                  Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America.                  Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources. Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.                  The nations of North, Central, and South America depend on one another for various resources and products they need.                  Production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.                  Science and technology have influenced the standard of living in nations in North, Central, and South America.                  Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and Europe and sub-Saharan Africa have changed life in these regions.                  Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.                  As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.</p>	<p>Economic Systems  Needs and Wants Factors of Production Interdependence  Factors of Production  Technology  Interdependence  Economic Systems</p>
<p><b>The governments of the United States, Canada, and Latin American nations</b>                  Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law.                  Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America.                  Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.                  The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.                  The roles of citizenship are defined by different constitutions in the Western Hemisphere.                  Governmental structures vary from place to place, as do the structure and functions of governments in the United States, Canada, and Latin American countries today.                  Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: <i>Civics Framework for the 1998 NAEP</i>, p. 19)                  Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.                  Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include:</p>	<p>Interdependence Citizenship and CivicLife Civic Values Government  Citizenship and Civic Life  Government  Government  Civic Values  Citizenship and Civic Life</p>

Lincoln’s Birthday, Washington’s Birthday, Independence Day, Dr. Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, and Conservation Day.

International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.

Government

## Grade 6: The Eastern Hemisphere

The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere chosen by the district. It is highly recommended that lessons also compare and contrast this specific information with similar data from the United States, Canada, and Latin America.

The grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective rather than an organizing framework. The focus should be on major turning points that segue into the 7th-grade social history of the United States.

Each district has a responsibility for extending the student’s content examples from cultures other than the student’s own, and from a variety of geographic, socioeconomic, ethnic, and racial groups.

### History of Eastern Hemisphere nations

Time can be measured in years, decades, centuries, and millennia.

Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. The study of Eastern Hemisphere nations should include countries from each continent.

Different peoples may view the same event or issue from different perspectives.

The Neolithic Revolution was a technological development that radically changed the nature of human society.

As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew. (Focus on two of these.)

Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.

Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.

Change

Identity  
ChangeNeeds and  
Wants  
Technology

Culture

Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere.	Culture
The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.	Identity
From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.	Interdependence
Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history.	Culture
Slavery has existed across eras and regions in the Eastern Hemisphere.	Empathy
Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.	Change
During the late Middle Ages and Renaissance periods, new long distance trade routes emerged, linking the peoples of Africa, Asia, and Europe.	Interdependence
In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.	Culture
The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.	Empathy/ Values
<b>Geography of Eastern Hemisphere nations</b>	
The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.	The World in Spatial Terms
Special purpose maps can be used to show various geographic aspects of Earth's surface as seen in the Eastern Hemisphere.	
The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images, and models. (Taken from: <i>National Geography Standards</i> , 1994).	Human Systems
The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society.	The World in Spatial Terms
A region is an area which is tied together for some identifiable reason, such as physical, political, economic, or cultural features.	Place and Regions
Civilizations developed where geographic conditions were most favorable.	Human Systems
Geographic features and climatic conditions in the Eastern Hemisphere influence land use.	Physical Systems
The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.	Human Systems
The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.	Human Systems
Overpopulation and widespread poverty threaten the political stability of some nations in the Eastern Hemisphere.	Nation State
Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.	Human Systems
The environment is affected by people as they interact with it.	Environment and Society
The effects of geographic conditions are moderated by technology.	Technology

**Economies of Eastern Hemisphere nations**

The three basic economic questions that must be addressed by every society are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Economic Systems

The ways resources are used impact the economic, political, and historic aspects of life throughout the world.

Scarcity

People have unlimited needs and wants which they must meet with limited resources. A nation with limited natural resources must interact with other nations to secure its resource needs.

Needs and Wants

In many areas of the world, improvement in life expectancy and health care have contributed to rapid population growth.

Throughout the Eastern Hemisphere, there is great diversity in the standard of living.

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.

Economic Systems

The economic systems of the world have become an interdependent network.

Interdependence  
Economic Systems

Different economic systems have evolved to deal with economic decision making.

In traditional economies, decision making and problem solving are guided by the past.

In market economies, decisions regarding what is to be produced are based upon patterns of consumer purchases.

In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.

In many countries “mixed” economies have evolved to deal with economic decision making.

Nations have joined with one another in organizations which promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.

Interdependence

As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.

Economic Systems

Some of the nations of the Eastern Hemisphere play leadership roles in the global economy.

Interdependence  
Economic Systems

Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.

**Governments of Eastern Hemisphere nations**

Family, clan, and tribal groups act to maintain law and order.

Government

As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies.

Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law.

Values

Governments change over time and place to meet the changing needs and wants of their people.

Government

Present systems of government have their origins in the past.

The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met.

Values

The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases.

In modern political states, formalized governmental structures play a major role in maintaining social order and control.

Government



Political boundaries change over time and place.  
The extent to which human rights are protected becomes a key issue in totalitarian societies.  
International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.  
Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

Change  
Values

Citizenship  
and Civic Life





# Grades 7-8 Social Studies: United States and New York State History

**S**ocial studies content in grades 7 and 8 focuses on a chronologically organized study of United States and New York State history. Course content is divided into 11 units, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history.

Teachers are encouraged to develop and explore the 11 units of study within a two-year time frame. Knowledge of the needs of students and availability of instructional material and resources will assist in determining which units to study in which grades. The grades 7-8 course builds on and seeks to reinforce skills, concepts, and content understandings introduced in the K-6 program. It is, therefore, a vital link in the overall goals of the K-12 social studies program, and provides a solid content base in American history, allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully developed industrial nation. By including hemispheric links to Canada and Mexico when appropriate, teachers will provide students a model for the global connections they will discover in the grades 9 and 10 social studies program. Mr. Henry Mueller, Niskayuna CSD; Ms. Susan Owens, East Greenbush CSD; and Ms. Elizabeth Guardenier, Bedford CSD authored the Connections column for this core curriculum.

## **UNIT ONE**

**The Global Heritage of the  
American People Prior to 1500**

## **UNIT TWO**

**European Exploration and  
Colonization of the Americas**

## **UNIT THREE**

**A Nation is Created**

## **UNIT FOUR**

**Experiments in Government**

## **UNIT FIVE**

**Life in the New Nation**

## **UNIT SIX**

**Division and Reunion**

## **UNIT SEVEN**

**An Industrial Society**

## **UNIT EIGHT**

**The United States as an  
Independent Nation in an  
Increasingly Interdependent World**

## **UNIT NINE**

**The United States Between the Wars**

## **UNIT TEN**

**The United States Assumes  
Worldwide Responsibilities**

## **UNIT ELEVEN**

**The Changing Nature of the  
American People from World War II  
to the Present**

Source: *7 & 8 Social Studies: United States and New York State History*. The New York State Education Department, Albany, NY.

# UNIT ONE: THE GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500

## I. HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the social scientific method and techniques used by social scientists to study human cultures</li> <li>To understand how the social scientific method and techniques can be applied to a variety of situations and problems</li> <li>To formulate social science questions and define social science issues and problems</li> </ol> <p><b>Content Outline:</b></p> <p>A. History and the other social sciences provide a framework and methodology for a systematic study of human cultures</p> <ol style="list-style-type: none"> <li>The role of history and the historian</li> <li>The other social sciences including anthropology, economics, geography, political science, psychology, and sociology</li> </ol> <p>B. The social scientific method as a technique for problem solving and decision making</p>	1,2,3,4,5	Change	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do historians research the past?</li> <li>What are primary and secondary sources?</li> <li>How do anthropology, economics, geography, political science, psychology, and sociology assist historians as they uncover the past, research the present and forecast the future?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Analyze primary and secondary source documents to understand the purpose and usefulness of both.</li> <li>Create a web graphic organizer to demonstrate the interrelationships of the social sciences.</li> </ul> <p>These understandings may be introduced at the beginning of both grades 7 and 8, but should be infused and applied whenever possible in all units.</p>

## II. GEOGRAPHIC FACTORS INFLUENCE CULTURE

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To describe the relationships between people and environments and the connections between people and places</li> <li>To describe the reasons for periodizing history in different ways</li> <li>To map information about people, places, and environments</li> <li>To identify and compare the physical, human, and cultural characteristics of different regions and people</li> <li>To understand the geography of settlement patterns and the development of cultural patterns</li> </ol>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How do maps provide information about people, places, and physical and cultural environments?</li> <li>How does geography affect how and where people live?</li> <li>How did geographic factors affect political, social, and economic aspects of life in the Mayan, Aztec, and Incan cultures?</li> </ul>





# UNIT TWO: EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS

## I. EUROPEAN EXPLORATION AND SETTLEMENT

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes</li> <li>To understand the impacts of European settlement on Native American Indians and Europeans</li> <li>To investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> <li>To understand the ways different people view the same event or issues from a variety of perspectives</li> </ol> <p><b>Content Outline:</b></p> <p>A. Motivating factors</p> <ol style="list-style-type: none"> <li>Technological improvements in navigation</li> <li>Consolidation of political power within certain countries in Europe</li> <li>Desire to break into the Eastern trade markets</li> <li>Missionary zeal</li> </ol> <p>B. Geographic factors influenced European exploration and settlement in North and South America</p> <ol style="list-style-type: none"> <li>Effects of weather and natural hazards on the Atlantic crossings</li> <li>Characteristics of different physical environments in the Americas and where different Europeans settled</li> <li>The development of “New England,” “New France,” “New Netherland,” and “New Spain”</li> </ol>	<p>2,4,5</p> <p>3</p>	<p>Interdependence Science and Technology Power</p> <p>Environment and Society</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What were the major causes and effects of European exploration?</li> <li>How have the events of exploration and colonization been interpreted throughout history?</li> </ul> <p>Teachers may convey the changes in interpretation of history (see Standard 1: The skills of historical analysis. . .) when describing differences between “discovery” and “contact.”</p> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Draw /make models of new inventions that aided exploration.</li> <li>Compare and contrast New England, New France, and New Spain in political, social, and economic aspects of life.</li> <li>Study the Columbian exchange as an interdisciplinary unit with science.</li> <li>Compare the Dutch and English settlement of the New York region, using a Venn diagram. Compare political, social, and economic characteristics of the settlements.</li> </ul> <p><u>Suggested Document:</u> Journal of Christopher Columbus</p>





## II. COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL, AND ECONOMIC FACTORS

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period</li> <li>To investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> <li>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources</li> <li>To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs</li> </ol> <p><b>Content Outline:</b></p> <p>A. English colonies: New England, Middle Atlantic, Southern</p> <ol style="list-style-type: none"> <li>Reviewed as a geographic region—criteria to define regions, types of regions</li> <li>Settlement patterns: who? when? why?</li> <li>Economic patterns emerge to meet diverse needs: agricultural and urban settlements</li> <li>Political systems: the Mayflower Compact</li> <li>Social order</li> </ol> <p>B. New Netherland; French and Spanish colonies</p> <ol style="list-style-type: none"> <li>Reviewed as a geographic region—types, connections between regions</li> <li>Settlement patterns: who? when? why?</li> <li>Economic patterns emerge to meet diverse needs</li> <li>Political systems and social order</li> </ol>	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p>	<p>Culture Places and Regions Human Systems Economic Systems Political Systems</p> <p>Culture Diversity Places and Regions Human Systems Economic Systems Political Systems</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>What are the political, economic, and social roots of colonial settlements in the Americas?</li> <li>What role did geography play in the settlement pattern?</li> </ul> <p>This section includes comparisons between European nations, their colonial objectives, and the methods they used to reach their goals (see Standard 2: The study of world history requires an understanding of world cultures and civilizations. . .).</p> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Compare and contrast the English, French, and Spanish colonies, using a chart to show political, economic, and social differences.</li> <li>Map the geography of each type of colony. Use the geography to explain differences in the types of settlements in each region.</li> </ul> <p><u>Suggested Document:</u> The Mayflower Compact (1620): “. . .do enact, constitute, and frame, such just and equal laws. . .”</p> <ul style="list-style-type: none"> <li>Comparison between English colonial governments and the Iroquois Confederacy</li> </ul>

### III. LIFE IN COLONIAL COMMUNITIES

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how European and other settlers adapted to life in the American colonies</li> <li>To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious</li> <li>To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies</li> <li>To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models</li> <li>To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems</li> <li>To analyze how values of a people affect the guarantee of civil rights and make provision for human needs</li> </ol>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How did settlers adapt to the new environments?</li> <li>How did colonial life evolve?</li> <li>What kinds of political systems were created to provide order and justice?</li> <li>What kinds of economic systems were created to answer the three basic economic questions: What goods and services shall be produced? How shall they be produced? For whom shall they be produced?</li> <li>What kinds of social systems were created to satisfy religious and cultural needs?</li> </ul> <p>Teachers may emphasize the evolving nature of colonial culture that was different than that of the English mother country and resulted in a new American culture.</p>
<p><b>Content Outline:</b></p> <p>A. Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <ol style="list-style-type: none"> <li>Variations were found             <ol style="list-style-type: none"> <li>Religious-based</li> <li>Slave and free black communities</li> <li>Place of national origin</li> </ol> </li> <li>The social structure promoted interdependence</li> <li>Social goals promoted community consciousness over individual rights</li> <li>Role of religions             <ol style="list-style-type: none"> <li>Puritans</li> <li>Quakers</li> </ol> </li> </ol>	1,4	Culture Diversity Interdependence Belief Systems	<p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Recreate colonial communities on paper or in play form to show how people lived in colonial times.</li> <li>Case study of a colonial community.</li> <li>Field trip to a restored colonial village.</li> <li>Make maps to show geographic features that affected colonial life such as waterways, topography, climate, and natural resources.</li> <li>Study colonial life through historical fiction during an interdisciplinary English/social studies unit.</li> <li>Use primary sources such as letters, diaries, inventories, newspapers, and documents such as the Mayflower</li> </ul>

### III. LIFE IN COLONIAL COMMUNITIES, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ul style="list-style-type: none"> <li>c. Catholics</li> <li>d. Others</li> <li>5. Survival demanded cooperation and a strong work ethic</li> <li>6. Importance of waterways</li> <li>7. Ahierarchical social order created social inequity</li> <li>B. Structure and roles of colonial families               <ul style="list-style-type: none"> <li>1. Nuclear families made up the basic social and economic unit</li> <li>2. Authority and obligation followed kinship lines</li> <li>3. Roles of family members</li> </ul> </li> <li>C. Life in colonial communities was a reflection of geographic and social conditions               <ul style="list-style-type: none"> <li>1. Impact of physical environments on                   <ul style="list-style-type: none"> <li>a. Travel</li> <li>b. Communication</li> <li>c. Settlements</li> <li>d. Resource use</li> </ul> </li> <li>2. Social conditions led to                   <ul style="list-style-type: none"> <li>a. Different forms of government</li> <li>b. Varying roles of religion</li> <li>c. Inequalities of economic conditions</li> <li>d. Unequal treatment of blacks</li> </ul> </li> <li>3. The impact of geographic and social conditions could be seen in the divergent landholding systems that developed in:                   <ul style="list-style-type: none"> <li>a. New England</li> <li>b. New Netherland: patroonship system</li> <li>c. Southern colonies: plantation system</li> </ul> </li> <li>4. Life in French and Spanish colonies was both similar to and different from life in other colonies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>1,2,3,4</li> <li>1,2</li> </ul>	<ul style="list-style-type: none"> <li>Culture</li> <li>Diversity</li> <li>Places and Regions</li> <li>Human Systems</li> <li>Economic Systems</li> <li>Diversity</li> </ul>	<p>Compact to bring the colonial era to life.</p> <ul style="list-style-type: none"> <li>• Create colonial newspapers addressing political, social, and economic issues and events in different colonies. Each paper should have a patriot or loyalist point of view.</li> </ul> <p>Teachers may emphasize differences between New England, Middle, and Southern colonies (see Standard 3: Geography can be divided into six essential elements. . .). Differences observed in this unit may be reviewed while studying the writing of the Constitution (UNIT FOUR), sectionalism in the Preindustrial Age (UNIT FIVE), and the causes of the Civil War (UNIT SIX).</p>

# UNIT THREE: A NATION IS CREATED

## I. BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the economic, political, and social causes of the American Revolution</li> <li>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> <li>To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems</li> <li>To consider the nature and evolution of a constitutional democracy</li> </ol> <p><b>Content Outline:</b></p> <p>A. Economic factors</p> <ol style="list-style-type: none"> <li>Growth of mercantilism: triangular trade</li> <li>Rise of an influential business community in the colonies</li> <li>Cost of colonial wars against the French</li> </ol> <p>B. Political factors</p> <ol style="list-style-type: none"> <li>The role of the British Civil War</li> <li>Periods of political freedom in the colonies</li> <li>Impact of the French and Indian War: Albany Plan of Union</li> <li>Political thought of the Enlightenment influenced prominent colonial leaders</li> </ol> <p>C. New social relationships between European powers and the American colonies: development of a new colonial identity</p>	<p>1,3</p> <p>5</p> <p>1</p>	<p>Imperialism Economic Systems</p> <p>Decision Making</p> <p>Culture Identity</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>What are the political, economic, and social causes of the American Revolution?</li> <li>How did public opinion evolve in regard to the movement for independence?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Map the triangular trade route. Use a key.</li> <li>Use primary sources such as the “Join or Die” cartoon and the text of the Albany Plan of Union to examine the French and Indian War as a cause of the Revolution.</li> <li>Read writings of Enlightenment thinkers such as John Locke and Baron de Montesquieu to analyze the rationale for the movement toward independence.</li> <li>Identify factors which led to a colonial American identity.</li> </ul> <p>Students should define and apply major economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems (see Standard 4).</p>

## II. THE SHIFT FROM PROTEST TO SEPARATION

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence</li> <li>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> <li>To consider the nature and evolution of constitutional democracies</li> </ol>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How did colonial protests against Britain escalate?</li> <li>What specific British policies galvanized public opinion in the colonies?</li> </ul>
<p><b>Content Outline:</b></p> <p>A. New British attitude toward colonies following victory over France</p> <ol style="list-style-type: none"> <li>Colonies could not protect themselves</li> <li>Colonies were not paying a fair amount toward their support</li> </ol>	1,2	Imperialism	<p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Illustrate famous quotations from the period with relevant cartoons or drawings in an interdisciplinary art/social studies unit.</li> <li>Compare the shaping of public opinion in colonial times with modern media techniques in an interdisciplinary English/social studies unit.</li> </ul>
<p>B. New British policies antagonized many Americans</p> <ol style="list-style-type: none"> <li>Various acts of Parliament such as the Quebec Act</li> <li>New tax policies and taxes: Stamp Act and others</li> <li>Other acts of repression: Zenger case and others</li> </ol>	4,5	Economic Systems Scarcity Justice	<p>Role-play differing views on separation from England given differing political, economic, and social interests.</p> <p><b>Suggested Documents:</b> Thomas Paine, <i>Common Sense</i>; artwork, Paul Revere's engraving of the Boston Massacre (1770)</p>
<p>C. Public opinion was shaped in different forums</p> <ol style="list-style-type: none"> <li>Political bodies</li> <li>Public display and demonstration</li> <li>Print media</li> </ol>	1,5	Choice Decision Making	<p>Students should apply the concept of multiple causation while reviewing the events leading up to the American Revolution (see Standard 1: The skills of historical analysis. . .).</p>
<p>D. Wide variety of viewpoints evolved</p> <ol style="list-style-type: none"> <li>Complete separation</li> <li>More autonomy for the colonies</li> <li>No change in status quo: the Loyalist position</li> </ol>	1	Choice	

### III. EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how the colonists attempted to establish new forms of self-government</li> <li>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</li> <li>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> <li>To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents</li> </ol>			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>What political systems were established in the colonies?</li> <li>How did the American Revolution parallel the move toward self-government?</li> <li>What were the major documents of the independence movement and how were they produced?</li> </ul>
<p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>The Revolution begins               <ol style="list-style-type: none"> <li>Early confrontations</li> <li>Important leaders</li> <li>First Continental Congress</li> </ol> </li> <li>The Second Continental Congress represented the first attempt to govern the colonies               <ol style="list-style-type: none"> <li>“Republican” government</li> <li>Request for state constitutions and political systems</li> <li>Asserting independence</li> </ol> </li> <li>A movement for independence evolved from the political debate of the day</li> <li>Declaration of Independence               <ol style="list-style-type: none"> <li>Origins</li> <li>Content</li> <li>Impact</li> <li>Ideals embodied</li> </ol> </li> <li>Independence creates problems for New Yorkers               <ol style="list-style-type: none"> <li>Organizing new State government</li> <li>Economic problems</li> <li>Political factions</li> <li>Slavery</li> <li>Recruiting soldiers for the war</li> </ol> </li> </ol>	<p>1</p> <p>5</p> <p>1,4,5</p>	<p>Change Nationalism</p> <p>Political Systems Decision Making</p> <p>Change Nationalism Belief Systems Political Systems</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Research the lives of people who made a difference in the American Revolution.</li> <li>After a roundtable sharing session, students can rate the individuals according to their relative contributions to the Revolution.</li> <li>Rewrite the Declaration of Independence in modern language.</li> <li>Write a constitution for New York State and compare it to the original 1777 version.</li> <li>Role-play the writing of the Declaration of Independence, using words and music from 1776.</li> <li>Make a timeline of events in the move toward independence.</li> </ul> <p><u>Suggested Documents:</u> Declaration of Independence (1776), New York State Constitution of 1777</p> <p>Student understanding of the Declaration of Independence (i.e., unalienable rights, the purpose of government) is essential in understanding such related topics as the Bill of Rights (UNIT FOUR), the Progressive movement (UNIT SEVEN), and the civil rights movement (UNIT ELEVEN).</p>

## IV. MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how the colonists were able to unite against British power to win a major military and political victory</li> <li>To understand how events on the national level influenced and affected New Yorkers</li> <li>To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups</li> <li>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources</li> </ol>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What was the military course of the Revolutionary War?</li> <li>What role did leadership, commitment, and luck play in the American victory over the British?</li> <li>What political, economic, and social issues brought people together against the British?</li> </ul>
<p><b>Content Outline:</b></p> <p>A. Strategies of the principal military engagements</p> <ol style="list-style-type: none"> <li>Washington’s leadership</li> <li>New York as the object of strategic planning</li> <li>Evolution of the war from the North to the South: Lexington and Concord to Saratoga to Yorktown</li> </ol>	1	Change	<p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Map the battle sites and create a detailed key.</li> <li>Analyze artwork from the Revolutionary era, e.g., “Washington Crossing the Delaware” by Emanuel Leutze; analyze music from the period, e.g., “Yankee Doodle”</li> <li>Read biographies of little-known participants in the Revolution—Marquis de Lafayette, Baron von Steuben, Lydia Darragh, Peter Salem—to accent the multicultural backgrounds of the participants.</li> <li>View a reenactment of a Revolutionary battle or engage a reenactment soldier to visit your classroom and speak about military life.</li> </ul>
<p>B. Role of the Loyalists</p> <ol style="list-style-type: none"> <li>In New York City</li> <li>Colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution               <ol style="list-style-type: none"> <li>Refuge for Loyalists</li> <li>Staging ground for attacks on New York’s patriots</li> </ol> </li> </ol>	1	Identity	
<p>C. The outcome of the war was influenced by many factors</p> <ol style="list-style-type: none"> <li>Personalities and leadership</li> <li>Geography: importance of various physical features</li> <li>Allocation of resources</li> <li>Foreign aid: funds and volunteers</li> </ol>	3	Change Scarcity	
<ol style="list-style-type: none"> <li>Role of women, blacks, and Native American Indians</li> <li>Haphazard occurrences of events: the human factor</li> <li>Clash between colonial authority and Second Continental Congress</li> </ol>	4	Environment and Society	<ul style="list-style-type: none"> <li>Make supply-and-demand graphs for wartime supplies such as ammunition, shoes, wool.</li> </ul> <p><b>Suggested Documents:</b> Thomas Paine, <i>The Crisis</i>; artwork, “Washington Crossing the Delaware,”; song, “Yankee Doodle”</p>
	5	Power	

## V. ECONOMIC, POLITICAL, AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation</li> <li>To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs</li> <li>To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions</li> <li>To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</li> <li>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources</li> </ol> <p><b>Content Outline:</b></p> <p>A. On the national level</p> <ol style="list-style-type: none"> <li>Britain gave up claims to govern</li> <li>Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence</li> <li>American economy was plagued by inflation and hurt by isolation from world markets</li> </ol> <p>B. In New York State</p> <ol style="list-style-type: none"> <li>The effects of the American Revolution on the Iroquois Confederacy</li> <li>Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance</li> <li>A republican ideology developed which emphasized shared power and citizenship participation</li> </ol>	<p>1,4</p> <p>1,5</p>	<p>Change Scarcity</p> <p>Change Power</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>How did the Revolution change people's lives?</li> <li>How have these political, economic, and social changes been interpreted by different analysts?</li> <li>Was the American Revolution a "revolution" for all of the participants? Why or why not?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Make a graphic organizer to show the effects of the Revolution on international, national, and state levels.</li> <li>Classify the effects into political, social, and economic categories.</li> </ul>



## V. ECONOMIC, POLITICAL, AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
C. In the Western Hemisphere <ol style="list-style-type: none"> <li>1. Britain did not accept the notion of American dominance of the hemisphere</li> <li>2. The remaining British colonies in Canada strengthened their ties to Great Britain</li> <li>3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule</li> </ol>	1,2	Imperialism Nationalism	

## UNIT FOUR: EXPERIMENTS IN GOVERNMENT

### I. THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation</li> <li>2. To consider the nature and evolution of constitutional democracies</li> </ol>	1,5	Political Systems	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>- What is a government?</li> <li>- How did the first United States government operate?</li> </ul>
<b>Content Outline:</b> <ol style="list-style-type: none"> <li>A. Need for a formal plan of union               <ol style="list-style-type: none"> <li>1. Historical precedent: the Albany Plan of Union</li> <li>2. Development of state constitutions</li> <li>3. Inadequacy of Continental Congress as a national government</li> </ol> </li> <li>B. Development of a formal plan of government               <ol style="list-style-type: none"> <li>1. Draft and debate in Congress, 1776-1777</li> <li>2. Ratification by the states, 1778-1781; period of operation, 1781-1789</li> </ol> </li> </ol>	1,5	Choice Decision Making	<b>CLASSROOM IDEAS:</b> <ul style="list-style-type: none"> <li>• Make a Venn diagram to show the powers of the national government and the powers of the state governments under the Articles of Confederation.</li> <li>• Debate the pros and cons of the Articles of Confederation.</li> <li>• Chart the weaknesses and achievements of the Articles of Confederation government.</li> </ul> <b>Suggested Documents:</b> Albany Plan of Union (1754), Articles of Confederation
<ol style="list-style-type: none"> <li>C. The structure of government under the Articles of Confederation</li> </ol>	5	Government	

## I. THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ol style="list-style-type: none"> <li>1. Congress was the only branch of government</li> <li>2. Each state had equal representation</li> <li>3. Congress’s power under the Articles included:           <ol style="list-style-type: none"> <li>a. Making war and peace</li> <li>b. Conducting foreign and Native American Indian affairs</li> <li>c. The settlement of disputes between and among states</li> <li>d. Issuance of currency and borrowing</li> </ol> </li> </ol>			
<p>D. The Articles suffered from many weaknesses</p> <ol style="list-style-type: none"> <li>1. Indirect representation</li> <li>2. No coercive power; decisions more advisory than binding: e.g., Shay’s Rebellion</li> <li>3. Lack of national executive and judicial functions</li> <li>4. Lack of taxing power</li> <li>5. Difficulty in passing legislation</li> </ol>	4,5	Scarcity Political Systems	
<p>E. The Articles did have several achievements and contributions</p> <ol style="list-style-type: none"> <li>1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787</li> <li>2. Developed the privileges and immunities of citizenship</li> <li>3. Developed the concept of limited government</li> </ol>	3,5	Human Systems Government	

## II. THE NEW YORK STATE CONSTITUTION OF 1777

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution</li> <li>2. To compare and contrast the development and evolution of the United States and New York State constitutions</li> <li>3. To understand how the United States and New York State</li> </ol>			<p>ESSENTIALQUESTIONS:</p> <ul style="list-style-type: none"> <li>- How did the New York State Constitution reflect the principles embodied in the Declaration of Independence?</li> <li>- How are the New York State Constitution and the United States Constitution alike? How are they different?</li> <li>- The Declaration of Independence ended the legality of colonial</li> </ul>

## II. THE NEW YORK STATE CONSTITUTION OF 1777, continued

<i>Content</i>	<i>Standards</i>	<i>Theme/Concepts</i>	<i>Connections</i>
<p>constitutions support majority rule but also protect the rights of the minority</p> <p><b>Content Outline:</b></p> <p>A. Adopted by convention without submission to popular vote</p> <ol style="list-style-type: none"> <li>Included Declaration of Independence</li> <li>Influence of leaders such as John Jay</li> </ol> <p>B. Chronology of the document</p> <ol style="list-style-type: none"> <li>Draft and debate in convention, 1776-1777</li> <li>Period of operation, 1777-1822</li> </ol> <p>C. Form of early State government</p> <ol style="list-style-type: none"> <li>Similar to colonial government</li> <li>Governor with limited authority and three-year term</li> <li>Inclusion of rights and liberties</li> <li>First system of State courts</li> <li>Limited franchise</li> <li>Bicameral legislature: Senate—four-year term; Assembly—one-year term</li> </ol> <p>D. Effectiveness</p> <ol style="list-style-type: none"> <li>Smoother functioning than national government under the Articles of Confederation</li> <li>Cumbersome administrative procedures</li> <li>Excessive use of veto procedures</li> <li>A model for the United States Constitution of 1787</li> </ol>	<p>5</p> <p>1,5</p> <p>5</p> <p>5</p>	<p>Power</p> <p>Government</p> <p>Government</p> <p>Political Systems</p>	<p>government. Students should understand that all states developed new institutions and laws and that several, such as New York, influenced the writing of the United States Constitution.</p> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Make a three-way Venn diagram to compare the Articles of Confederation, the New York State Constitution, and the United States Constitution.</li> <li>Evaluate the positive and negative aspects of the State laws.</li> <li>Diagram the three branches of the new State government.</li> </ul> <p><u>Suggested Documents:</u> United States Constitution, New York State Constitution of 1777, Articles of Confederation, Declaration of Independence</p>

### III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place</li> <li>To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time</li> <li>To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution</li> <li>To compare and contrast the development and evolution of the constitutions of the United States and New York State</li> <li>To define federalism and describe the powers granted to the national and state governments by the United States Constitution</li> </ol> <p><b>Content Outline:</b></p> <p>A. Annapolis Convention, 1786</p> <ol style="list-style-type: none"> <li>Impacticality of correcting weaknesses in Articles of Confederation</li> <li>Need for an improved form of government without losing key elements of a new philosophy of government</li> <li>Decision to write a constitution</li> </ol> <p>B. Constitutional Convention: setting and composition</p> <p>C. Major issues</p> <ol style="list-style-type: none"> <li>Limits of power: national versus state</li> <li>Representation: slaves and apportionment</li> <li>Electoral procedures: direct versus indirect election</li> <li>Rights of individuals</li> </ol> <p>D. The need for compromise</p> <ol style="list-style-type: none"> <li>The issue of a “federal” or a “national” government</li> </ol>	<p>1,5</p> <p>5</p> <p>5</p>	<p>Change</p> <p>Political Systems</p> <p>Decision</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>Why was a new constitution necessary?</li> <li>How does the Constitution embody the principles of the Declaration of Independence?</li> <li>How do federalism and separation of powers promote those principles in the Constitution?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Hold a mock constitutional convention in the classroom. Assign roles.</li> <li>Examine compromises made by federalists and anti-federalists, slave owners and non-slave owners in the Constitution.</li> <li>Write the Preamble in your own words and memorize it.</li> <li>Make a graphic organizer of Articles I, II, and III.</li> <li>Write the Bill of Rights in your own words.</li> <li>Illustrate one of the first 10 amendments.</li> <li>Have a Bill of Rights guessing gallery.</li> <li>Use primary sources such as the Federalist Papers to identify key issues in the convention debates and the ratification debates. Hold a mock ratification convention for New York State.</li> <li>Propose new amendments to the Constitution.</li> </ul>

### III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION, continued

Content	Standards	Concepts/Themes	Connections
2. The Great Compromise on representation 3. The three-fifths compromise on slavery 4. The commerce compromises E. The underlying legal and political principles of the Constitution <ol style="list-style-type: none"> <li>1. Federalism</li> <li>2. Separation of powers</li> <li>3. Provisions for change</li> <li>4. Protection of individual rights</li> </ol>	5	Political Systems Government	<p><u>Suggested Documents:</u> United States Constitution (1789), Bill of Rights, the Federalist Papers</p> <p>This section focuses upon the basic civic values of the American people (Standard 5: Civics, Citizenship, and Government) as implemented through laws and practices.</p>
F. The Constitution and the functioning of the federal government <ol style="list-style-type: none"> <li>1. The Preamble states the purpose of the document</li> <li>2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III)</li> <li>3. The relation of states to the federal union (Article IV)</li> <li>4. Assuming the responsibility for a federal system (Article VI)</li> </ol>	5	Government	
G. The Constitution as a living document <ol style="list-style-type: none"> <li>1. The elastic clause and delegated power facilitate action</li> <li>2. Amendment procedure as a mechanism for change (Article V)</li> <li>3. The Bill of Rights</li> <li>4. Supreme Court decision (e.g., <i>Tinker v. Des Moines School District</i>, 1969)</li> </ol>	1,5	Government  Justice	As a “living document,” the Constitution should be revisited throughout grades 7 and 8 as questions of the federal government are examined, as well as when amendments are added.
H. The evolution of an “unwritten constitution” <ol style="list-style-type: none"> <li>1. Political parties</li> <li>2. The President’s cabinet</li> <li>3. President’s relation to Congress</li> <li>4. Committee system in Congress</li> <li>5. Traditional limitations on Presidential term</li> </ol>	1,5	Change Power	
I. The ratification process <ol style="list-style-type: none"> <li>1. The debates in the states, especially New York State</li> <li>2. The Federalist Papers</li> <li>3. Poughkeepsie Convention               <ol style="list-style-type: none"> <li>a. Federalists—Hamilton</li> <li>b. Anti-Federalists—Clinton</li> </ol> </li> <li>4. Formal ratification of the Constitution and launching of the new government</li> <li>5. The personal leadership of people like Washington, Franklin, Hamilton, Madison</li> </ol>	1,5	Change Decision Making	<u>Suggested Document:</u> Excerpts from the Federalist Papers

# UNIT FIVE: LIFE IN THE NEW NATION

## I. NEW GOVERNMENT IN OPERATION

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how the new nation established itself and began to operate</li> <li>To understand how political parties emerged in response to concerns at the local, State, and national levels</li> <li>To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice</li> <li>To understand the relationship between and the relative importance of United States domestic and foreign policies over time</li> <li>To analyze the role played by the United States in international politics, past and present</li> <li>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</li> <li>To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems</li> <li>To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States</li> </ol>			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>What political, economic, and social issues did the new nation confront under the Constitution?</li> <li>How did perspectives differ on the new nation's viability under the Constitution?</li> </ul>
<p><b>Content Outline:</b></p> <p>A. Washington as President: precedents</p> <p>B. Establishing stability</p> <ol style="list-style-type: none"> <li>Hamilton's economic plan</li> <li>The Whiskey Rebellion</li> <li>Preserving neutrality: the French Revolution, Citizen Genet, Jay, and Pinckney treaties</li> </ol>	<p>4</p> <p>1,2</p>	<p>Scarcity</p> <p>Interdependence</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Research important people and events and devise skits to show how precedents were set in the new nation, e.g., <i>Marbury v. Madison</i>, Pinckney Treaty, Louisiana Purchase, Monroe Doctrine.</li> <li>Make a cause-and-effect diagram for the War of 1812.</li> </ul>

## I. NEW GOVERNMENT IN OPERATION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
4. Political parties 5. Election of 1800 6. Judicial review: <i>Marbury v. Madison</i> (1803) C. Expanding the nation's boundaries 1. Pinckney Treaty with Spain 2. Louisiana Purchase 3. War of 1812: guaranteeing boundaries 4. Monroe Doctrine: sphere of influence 5. Purchase of Florida 6. Native American Indian concessions and treaties D. Challenges to stability 1. French and English trade barriers and the Embargo Act 2. War of 1812: second war for independence E. The Era of Good Feelings 1. Clay's American system 2. Internal expansion: new roads, canals, and railroads 3. Protective tariffs 4. National assertions: Marshall's decision, i.e., <i>Gibbons v. Ogden</i> (1824) 5. Extension of slavery by the Missouri Compromise 6. Threats to Latin America: the Monroe Doctrine 7. Disputed election of 1824	5 1,2,3 1,2 1,3,5	Government Interdependence Places and Regions Change Economic Systems Government	<ul style="list-style-type: none"> <li>Map the geographic expansion westward and the ensuing expansion of slavery.</li> </ul> <p><u>Suggested Documents:</u> Journals of Lewis and Clark; song, "The Star Spangled Banner"</p> <p>Teachers may describe the implementation of the new government as a period of experimentation.</p>

## II. THE AGE OF JACKSON

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<b>Objectives:</b> 1. To understand how an American consciousness began to develop during Jackson's administration 2. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations			<b>ESSENTIAL QUESTIONS:</b> - What was Jacksonian democracy? - How did Jackson's policies affect the political, economic, and social life of the nation? - How was Jackson viewed by different groups of people?

## II. THE AGE OF JACKSON, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>3. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents</p> <p>4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</p> <p>5. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</p> <p><b>Content Outline:</b></p> <p>A. The age of the “common man”</p> <ol style="list-style-type: none"> <li>Expansion of suffrage</li> <li>Citizenship</li> <li>Election of 1828</li> <li>Jackson: man, politician, President</li> <li>The “spoils system”</li> <li>New political parties</li> </ol> <p>B. Jackson’s Native American policy reflected frontier attitudes</p> <ol style="list-style-type: none"> <li>Some Native Americans resisted government attempts to negotiate their removal by treaty</li> <li>Government policy of forced removals (1820-1840) resulted in widespread suffering and death</li> <li>Native American Indian territory</li> </ol> <p>C. Intensifying sectional differences</p> <ol style="list-style-type: none"> <li>Protective tariff, 1828</li> <li>Nullification controversy, 1828, 1832</li> <li>Clay’s compromise tariff, 1833</li> </ol>	<p>1,5</p> <p>1,5</p> <p>3,4,5</p>	<p>Identity Citizenship Power</p> <p>Diversity Human Rights</p> <p>Places and Regions Factors of Production Government</p>	<p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Use primary source documents to examine differing points of view on Jackson’s policies.</li> <li>Make cartoons to show differing viewpoints.</li> <li>Evaluate Jackson as a President, using his actions as a basis.</li> <li>Write a journal as a Cherokee boy or girl traveling the Trail of Tears.</li> </ul> <p>Teachers may examine the irony of Jacksonian democracy that extended suffrage while supporting Indian removal.</p> <p>Students should have the opportunity to explore interactions between Native American Indians and European Americans on the American frontier and to examine these interactions from a variety of perspectives.</p> <p>In UNIT SIX, review growing sectionalism as an underlying cause of the Civil War.</p>



### III. PREINDUSTRIAL AGE: 1790-1860s

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the way of life of an agrarian society</li> <li>To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy</li> <li>To describe historic events through the eyes and experiences of those who were there</li> <li>To explore the meaning of American culture by identifying the key ideas, beliefs, patterns of behavior, and traditions that help define it and unite all Americans</li> <li>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems</li> <li>To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li> <li>To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</li> <li>To describe the relationships between people and environments and the connections between people and places</li> <li>To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems</li> </ol>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How did social and economic life change as the United States began to move from an agrarian to an industrial society?</li> <li>How did geographic factors contribute to this change?</li> <li>How do statistics support historians as they research an era?</li> </ul> <p>Several of the understandings in this section (i.e., rise of technology, industrialization and urbanization, reform) are mirrored in the second half of the 19th century (UNIT SEVEN).</p> <p>Teachers may use examples from this section to illustrate key ideas from Standard 1 (The study of New York State and United States history requires an analysis of the development of American culture.).</p>
<p><b>Content Outline:</b></p> <p>A. Portrait of the United States, 1800</p> <ol style="list-style-type: none"> <li>Agriculturally based economy</li> <li>Urban centers on the coast</li> <li>Poor communication and transportation systems</li> <li>Self-sufficiency</li> <li>Regional differences</li> </ol> <p>B. Patterns of community organization, work, and family life in agrarian America</p>	<p>3</p> <p>1</p>	<p>Human Systems</p> <p>Culture</p>	<p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Use local resources for primary and secondary sources—statistics, documents, artwork from the time—to create a portrait of life in 1800.</li> <li>Produce a case study of the Erie Canal and compare it with a canal or roadway in your local area.</li> <li>Show the interaction of social and economic changes, e.g., education, temperance, women’s rights.</li> </ul>

### III. PREINDUSTRIAL AGE: 1790-1860s, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>C. Technological changes altered the way people dealt with one another</p> <ol style="list-style-type: none"> <li>1. Improved transportation made travel and communication easier</li> <li>2. Greater ties between communities were possible</li> <li>3. The Erie Canal and its impact               <ol style="list-style-type: none"> <li>a. Reasons for building the Erie Canal</li> <li>b. Technology involved in its construction</li> <li>c. Types and sources of labor: ethnic and racial labor force</li> <li>d. Results of building the Erie Canal</li> </ol> </li> </ol>	3,4	Science and Technology Environment and Society	<ul style="list-style-type: none"> <li>• Study the abolition movement and map the major stations on the underground railroad.</li> <li>• Examine the literature and art of the time and how it reflects American life, e.g., writings of James Fenimore Cooper, Washington Irving, Herman Melville, and Henry David Thoreau and art of the Hudson River School.</li> <li>• Map sectional differences in 1860. Show political, economic, and social differences.</li> </ul> <p>Teachers may wish to work with museums or local historical societies to explore this topic.</p>
<p>D. The impact of early industrialization and technological changes on work and workers, the family, and the community</p> <ol style="list-style-type: none"> <li>1. An increase in the production of goods for sale rather than personal use</li> <li>2. Increased purchasing of what was formerly produced at home</li> <li>3. Emergence of a new work ethic</li> </ol>	4	Factors of Production Science and Technology	
<p>E. Family roles changed, affecting society in general</p> <ol style="list-style-type: none"> <li>1. Changing role of women</li> <li>2. Childhood became a more distinct stage of life</li> <li>3. Roles of private agencies</li> </ol>	1	Culture	<p><u>Suggested Documents:</u> Frederick Douglass, Independence Day speech at Rochester (1852): “What, to the American slave, is your Fourth of July?”; song, “The Erie Canal”</p>
<p>F. Slavery and abolition</p> <ol style="list-style-type: none"> <li>1. Review the institution of slavery</li> <li>2. The meaning and morality of slavery</li> <li>3. Abolition movement               <ol style="list-style-type: none"> <li>a. Leadership (Harriet Tubman, Garrison, and others)</li> <li>b. Activities (e.g., freedom trail and the underground railroad)</li> </ol> </li> <li>4. Abolition in New York State</li> <li>5. Canada’s role</li> <li>6. Effects of abolition</li> </ol>	5	Human Rights	
<p>G. Social changes</p> <ol style="list-style-type: none"> <li>1. Religious revival</li> <li>2. Women’s rights</li> <li>3. Mental hospital and prison reform</li> </ol>	1	Culture Change	<p><u>Suggested Document:</u> Seneca Falls Declaration of Sentiments (1848): “. . .that all men and women are created equal.”</p>

### III. PREINDUSTRIAL AGE: 1790-1860s, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>
<ul style="list-style-type: none"> <li>4. Education</li> <li>5. Temperance</li> <li>H. An American culture begins to emerge               <ul style="list-style-type: none"> <li>1. Literature</li> <li>2. Art</li> </ul> </li> <li>I. Portrait of the United States, 1860               <ul style="list-style-type: none"> <li>1. Growth brought about many changes and regions—the spatial patterns of settlement in different regions in the United States                   <ul style="list-style-type: none"> <li>a. The size and shape of communities</li> <li>b. Environmental impacts due to development of natural resources and industry—human modification of the physical environment</li> <li>c. The diversity of people within the larger communities and regions</li> <li>d. The ability of the political system within communities to deal with deviance</li> <li>e. The Preindustrial Age took place at different times in different places</li> </ul> </li> <li>2. The North                   <ul style="list-style-type: none"> <li>a. Industrial base</li> <li>b. Increasing population</li> <li>c. Urban centered—“causes and consequences of urbanization”</li> </ul> </li> <li>3. The South                   <ul style="list-style-type: none"> <li>a. Agricultural base (cotton)</li> <li>b. Impact of Industrial Revolution on agriculture</li> <li>c. Increasing slave population</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1</li> <li>1,3,4</li> </ul>	<ul style="list-style-type: none"> <li>Culture</li> <li>Diversity</li> <li>Places and Regions</li> <li>Factors of Production</li> <li>Places and Regions</li> <li>Human Systems</li> </ul>

# UNIT SIX: DIVISION AND REUNION

## I. UNDERLYING CAUSES OF THE CIVIL WAR

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the series of events and resulting conditions that led to the American Civil War</li> <li>To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</li> <li>To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s</li> </ol> <p><b>Content Outline:</b></p> <p>A. Territorial expansion and slavery</p> <ol style="list-style-type: none"> <li>The secession of Texas, 1836</li> <li>The Mexican War, 1846-1848</li> <li>Oregon Territory</li> <li>The westward movement and its effects on the physical, social, and cultural environments</li> </ol> <p>B. The emotional impact of slavery</p> <ol style="list-style-type: none"> <li><i>Uncle Tom's Cabin</i></li> <li>John Brown's raid on Harper's Ferry</li> <li>Fugitive slave laws</li> </ol> <p>C. Failure of political compromise</p> <ol style="list-style-type: none"> <li>Compromise of 1850</li> <li>Kansas-Nebraska Act, 1854</li> <li>Founding of the Republican Party, 1854-1856</li> <li><i>Dred Scott v. Sanford</i> (1857)</li> <li>Lincoln-Douglas debate, 1858</li> <li>Election of 1860</li> <li>Firing on Fort Sumter, 1861</li> </ol>	<p>1,2</p> <p>1,5</p> <p>1,5</p>	<p>Change</p> <p>Geography</p> <p>Diversity Decision Making</p> <p>Change Decision Making</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>What political, social, and economic factors caused the Civil War?</li> <li>What were the conflicting perspectives on slavery?</li> <li>What kind of nation did the founding fathers create?</li> <li>What is to be done with the institution of slavery?</li> <li>Must sectionalism ultimately lead to disunion?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Categorize the causes of the Civil War.</li> <li>Define the northern and southern perspectives on these issues.</li> <li>Map the westward movement and its effects.</li> <li>Use primary sources to examine art, literature, and documents relevant to the pre-Civil War period.</li> <li>Role-play the compromises and debates.</li> </ul> <p><u>Suggested Document:</u> Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i></p>

## II. THE CIVIL WAR BREAKS OUT

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the development and progress of the Civil War</li> <li>To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant</li> <li>To map information about people, places, and environments</li> <li>To describe the relationships between people and environments and the connections between people and places</li> <li>To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources</li> </ol> <p><b>Content Outline:</b></p> <p>A. The Presidency of Lincoln</p> <ol style="list-style-type: none"> <li>Personal leadership</li> <li>Opposition</li> <li>Emancipation Proclamation</li> </ol> <p>B. Advantages and disadvantages of each side</p> <ol style="list-style-type: none"> <li>Advantages           <ol style="list-style-type: none"> <li>South               <ol style="list-style-type: none"> <li>Military leadership</li> <li>Commitment of people to preserve their way of life</li> </ol> </li> <li>North               <ol style="list-style-type: none"> <li>Effective navy</li> <li>Larger army</li> <li>Manufacturing</li> <li>Agricultural production</li> <li>Transportation system</li> </ol> </li> </ol> </li> <li>Disadvantages           <ol style="list-style-type: none"> <li>South               <ol style="list-style-type: none"> <li>Lacked manufacturing</li> <li>Lacked a navy</li> <li>Not prepared for war</li> </ol> </li> <li>North               <ol style="list-style-type: none"> <li>Lacked quality military leadership</li> <li>Not prepared for war</li> </ol> </li> <li>The military and political dimensions of the war</li> </ol> </li> </ol>	<p>1,5</p> <p>1,4,5</p>	<p>Power</p> <p>Diversity Factors of Production Government</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>What was the course of the Civil War?</li> <li>What were its political, social, and economic ramifications?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Biographical focus on Abraham Lincoln.</li> <li>Analyze the strengths and weaknesses of the North and the South at the beginning of the war.</li> <li>Categorize the advantages and disadvantages—political, economic, and social.</li> <li>Use local resources to examine the role of your community in the Civil War and local attitudes toward it.</li> <li>Use primary sources such as diaries, letters, songs, and photographs to study personalities and issues involved in the Civil War.</li> <li>Write the Gettysburg Address in your own words and memorize part of it.</li> <li>Map the progress of the war and make a detailed key.</li> </ul> <p><u>Suggested Documents:</u> Lincoln’s Gettysburg Address (1863): “. . . government of the people, by the people, for the people. . .”; Emancipation Proclamation; artwork, Matthew Brady’s Civil War photographs</p>

## II. THE CIVIL WAR BREAKS OUT

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
3. Geographic factors influenced the war's progress and outcome—role of physical and other barriers	3,5	Environment and Society Government	
4. Major campaigns evolved around a changing strategy on both sides			
5. Wartime problems and political issues			
6. Foreign policy maneuvering was crucial to the final outcome <ul style="list-style-type: none"> <li>a. Seward's concern with Mexico</li> <li>b. Emancipation Proclamation as an element of foreign policy</li> </ul>	1,2	Interdependence	
7. Technology of the war	4	Science and	
C. New York State in the Civil War	5	Technology Government	
1. Military role			
2. Political opposition in New York City			
3. Conscription laws and draft riots <ul style="list-style-type: none"> <li>a. Undemocratic nature of the draft</li> <li>b. Conscription as a factor in racism</li> </ul>			

## III. RESULTS OF THE CIVIL WAR

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. To understand how the Civil War affected the development of the postwar United States and influenced other countries</li> <li>2. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents</li> </ol>			<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>- What were the political, social, and economic effects of the Civil War?</li> <li>- What happened to the South after the Civil War?</li> <li>- What were the long-term economic, political, and social implications of Reconstruction?</li> </ul>

### III. RESULTS OF THE CIVIL WAR, continued

Content	Standards	Concepts/Themes	Connections
3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability 4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality 5. To analyze the role played by the United States in international politics, past and present			
<b>Content Outline:</b>			<b>CLASSROOM IDEAS:</b>
A. Preservation of the Union	1	Change	<ul style="list-style-type: none"> <li>• Analyze primary source documents such as the Emancipation Proclamation and the Civil War Amendments.</li> <li>• Debate Lincoln’s plan, Johnson’s plan, and the Radical Republicans’ plan for Reconstruction.</li> <li>• Compare the impeachment of Andrew Johnson with that of William Jefferson Clinton.</li> </ul> <b>Suggested Documents:</b> Civil War Amendments 13, 14, 15
B. Abolition of slavery 1. The Emancipation Proclamation 2. Civil Rights and the 13th Amendment	5	Nationalism Human Rights	
C. Political power and decision making	5	Power	
1. Secession 2. States’ rights	1,5	Change Citizenship	
D. Reconstruction—theory, practice, and termination 1. Lincoln’s plan 2. Johnson’s plan and Congressional opposition resulted in his impeachment 3. Congressional Reconstruction 4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians 5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery 6. The official end of Reconstruction in 1877 7. Segregation held legal: <i>Plessy v. Ferguson</i> (1896)	5	Government Human Rights	
E. The enormous human suffering and loss of life caused by the war	1	Empathy	

# UNIT SEVEN: AN INDUSTRIAL SOCIETY

## I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH CENTURY

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services</li> <li>2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</li> <li>3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth</li> <li>4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li> <li>5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services</li> </ol> <p><b>Content Outline:</b></p> <p>A. Problems and progress in American politics: Framework for a changing United States</p> <ol style="list-style-type: none"> <li>1. New problems created a changing role for government and the political system</li> <li>2. Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g., civil service</li> <li>3. National politics were dominated by the Democratic and Republican parties, but third parties occasionally arose to meet special interests</li> <li>4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall</li> <li>5. Prevailing attitude of noninterference (“laissez-faire”) as the appropriate role for</li> </ol>	<p>1,5</p>	<p>Change Government</p> <p>Economic Systems</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What are the causes and effects of scarcity?</li> <li>- How did the United States respond to the three basic economic questions in the late 1800s?               <ul style="list-style-type: none"> <li>- What goods and services shall be produced and in what quantities?</li> <li>- How shall goods and services be produced?</li> <li>- For whom shall goods and services be produced?</li> </ul> </li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Compare the industrialization, urbanization, and reforms of the last half of the 19th century to similar developments during the first half of that century.</li> <li>• Identify ideas associated with the American economy and list the costs and benefits of each.               <ul style="list-style-type: none"> <li>- individual entrepreneurship</li> <li>- laissez-faire economy</li> <li>- cheap labor</li> <li>- free enterprise</li> <li>- monopolies</li> <li>- government regulation</li> </ul> </li> <li>• Analyze political cartoons of the era. What was the role of journalists in exposing corruption?</li> </ul>



# I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH CENTURY, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>government, with some regulations to meet excesses</p> <p>B. The United States developed as an industrial power</p> <ol style="list-style-type: none"> <li>1. Changes in the methods of production and distribution of manufactured goods               <ol style="list-style-type: none"> <li>a. Transportation developments and their effects on economic developments, 1865-1900</li> <li>b. Communication developments, 1865-1900</li> <li>c. Industrial technology, 1865-1900</li> <li>d. Rise of banking and financial institutions</li> </ol> </li> <li>2. Increase in the number and size of firms engaged in manufacture and distribution of goods</li> <li>3. Increase in the number and skill level of workers; new labor markets</li> <li>4. Expansion of markets for manufactured goods</li> <li>5. The growth and emerging problems of the cities</li> </ol>	4	<p>Factors of Production Science and Technology</p> <p>Urbanization</p>	<ul style="list-style-type: none"> <li>• In 1876 the nation celebrated its 100th birthday. Describe an event or invention of this period that changed methods of transportation, communication, business, or manufacturing.</li> <li>• Analyze photographs of city slums, such as those taken by Jacob Riis. Describe conditions, speculate about causes, and suggest solutions.</li> </ul>
<p>C. Growth of the corporation as a form of business organization: Case studies—oil, railroads, steel</p> <ol style="list-style-type: none"> <li>1. One of several forms of business organization</li> <li>2. Many firms maintained traditional ways of doing business</li> <li>3. Advantages and disadvantages of a corporation</li> </ol>	4,5	<p>Factors of Production Power</p>	
<p>D. Government response to industrial development and abuses</p> <ol style="list-style-type: none"> <li>1. Laissez-faire versus regulation</li> <li>2. Interstate commerce: state and national control</li> <li>3. Sherman Antitrust Act: bigness as a threat</li> </ol>	4,5	<p>Factors of Production Government</p>	<ul style="list-style-type: none"> <li>• Organize a debate of the topic: How much government regulation of the economy is enough?</li> </ul>
<p>E. Changing patterns of agricultural organization and activity in the United States and New York State</p> <ol style="list-style-type: none"> <li>1. Unprecedented growth in agriculture</li> <li>2. Changes in the methods of production and distribution of farm products—spatial distribution of economic activities</li> </ol>	3,4	<p>Environment and Society Factors of Production</p>	<ul style="list-style-type: none"> <li>• Make maps showing those parts of the country being farmed in 1850 as compared to 1900. Graph the agricultural population and compare it to the total population. Identify a trend.</li> <li>• Create advertisements for new farm tools and methods.</li> </ul>

## I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH CENTURY, continued

Content	Standards	Concepts/Themes	Connections
<p>3. Efficient use of resources combined with competition and the profit motive to improve methods of production</p> <p>F. Occurrence of many significant and influential changes</p> <ol style="list-style-type: none"> <li>1. Communities grew in size and number</li> <li>2. Interdependence increased</li> <li>3. Decision-making procedures changed</li> <li>4. Technology advanced</li> <li>5. Adaptation of, rather than to, the environment—human modifications of the physical environment</li> <li>6. Perceptions of time became more formal, e.g., railroad schedules</li> <li>7. Political machines influenced daily life</li> </ol>	1,3,4,5	Change Interdependence Environment and Society Power	<ul style="list-style-type: none"> <li>• Using census data from 1850 to 1900, graph the growth of population in the United States. Use maps to show the shift in the center of population.</li> <li>• Select one of the changes listed in the content outline and find before-and-after pictures.</li> </ul>
<p>G. The response of labor to industrialization</p> <ol style="list-style-type: none"> <li>1. Industrialization created a larger workforce and more complex work</li> <li>2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled changed</li> <li>3. Early attempts to unionize the workforce met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World</li> <li>4. Roots of modern labor unionism, e.g., the American Federation of Labor</li> <li>5. Labor as a reform movement in other aspects of society</li> </ol>	1,4,5	Identity Factors of Production Decision Making	<ul style="list-style-type: none"> <li>• Compare child labor in the 1800s to that which occurs today. Present findings as a photo collage, skit, news report, or video.</li> <li>• Examine pictures of people doing different jobs in the late 1800s. Which show self-sufficiency and which show interdependence?</li> <li>• Compare labor unions in the past with unions that exist today. What are differences and similarities?</li> </ul>
<p>H. The response of the farmer to industrialization</p> <ol style="list-style-type: none"> <li>1. Expanding agricultural production and railroads</li> <li>2. Cheap money and high railroad rates</li> <li>3. The Grange and state reforms</li> <li>4. The Populist movement</li> <li>5. The closing of the frontier—limitations of physical environment</li> </ol>	1,3,4,5	Identity Factors of Production Decision Making  Environment and Society	<ul style="list-style-type: none"> <li>• Read accounts of the lives of an upstate farmer, a Midwest farmer, and a Southern sharecropper. Role-play a meeting in which they discuss their lives.</li> </ul> <p><u>Suggested Documents:</u> Emma Lazarus, “The New Colossus”; artwork, photographs from Jacob Riis, <i>How the Other Half Lives</i></p>

## II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how industrialization altered the traditional social pattern of American society and created a need for reform</li> <li>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</li> <li>To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations</li> <li>To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</li> <li>To describe historic events through the eyes and experiences of those who were there</li> <li>To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li> </ol> <p><b>Content Outline:</b></p> <p>A. The immigration experience</p> <ol style="list-style-type: none"> <li>Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time</li> <li>Differences were based on national origins, cultural patterns, and religion</li> <li>Similarities included motivations for coming and patterns of community settlement</li> <li>Initial clashes ended in varying degrees of acculturation</li> <li>Occupational and political experiences varied</li> </ol> <p>B. Case studies of the immigrant experience in the United States and New York State—population characteristics</p> <ol style="list-style-type: none"> <li>A comparison of European immigrants and the black slave experience—human migration’s</li> </ol>	<p>1,2,3</p> <p>1,2,3,4</p>	<p>Movement of People and Goods Culture Places and Regions</p> <p>Culture Diversity Places and Regions Scarcity</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>Is there an American culture?</li> <li>How is cultural diversity both a benefit and a problem?</li> <li>How did massive immigration lead to new social patterns and conflicts?</li> <li>Why do some people view the same event differently?</li> <li>Why was the United States a magnet to so many people?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Write a letter as a new immigrant back to your homeland. How has America met your expectations?</li> <li>Explain the “push-pull” theory of immigration.</li> <li>Do a case study of a particular immigrant group. Use demographic information, maps, and interviews. Determine the effect this group had on American society and culture.</li> </ul>

## II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>effects on the character of different places and regions</p> <p>2. Immigrants as rural settlers in the Midwest</p> <p>3. The Chinese experience in the Far West</p> <p>4. Mexicans in the Southwest</p> <p>5. New York City's ethnic neighborhoods</p> <p>6. French-Canadian settlement in northern New York State</p> <p>7. Immigration patterns and experiences throughout New York State</p> <p>8. Irish immigration: Mass starvation in Ireland, 1845-1850</p> <p>9. Immigrants in the local community</p>			<ul style="list-style-type: none"> <li>• Essay topic: Compare immigration past and present. Compare countries of origin, reasons for emigration, and degree of acceptance by Americans.</li> <li>• Interview a recent immigrant to the United States.</li> </ul> <p><u>Suggested Document:</u> Chinese Exclusion Act, 1882</p>
<p>C. Legal basis for citizenship in the United States</p> <p>1. Citizenship by the "law of the soil"</p> <p>2. Citizenship by birth to an American parent</p> <p>3. Citizenship through naturalization</p>	5	Citizenship	<ul style="list-style-type: none"> <li>• Investigate the steps to becoming a United States citizen.</li> <li>• Explain and rewrite the naturalization oath.</li> </ul>
<p>D. Responsibilities of citizenship</p> <p>1. Civic: Acitizen should be:</p> <p>a. Knowledgeable about the process of government</p> <p>b. Informed about major issues</p> <p>c. A participant in the political process</p> <p>2. Legal: Acitizen should:</p> <p>a. Be knowledgeable about the law</p> <p>b. Obey the laws</p> <p>c. Respect the rights of others</p> <p>d. Understand the importance of law in a democratic society</p>	5	Citizenship	
<p>3. The changing role of the citizen</p> <p>E. America becomes an increasingly mobile society</p> <p>1. Motivated by new economic opportunities</p> <p>2. Changing patterns of movement, e.g., blacks begin to move North</p> <p>3. Westward settlement</p> <p>4. The disappearance of the frontier—physical limits of geography</p>	1,3	Change Movement of People and Goods Human Systems	<ul style="list-style-type: none"> <li>• Explain the conflict between Native Americans, farmers, and cowboys over scarce resources in the West. What was the role of the cavalry and Buffalo Soldiers?</li> <li>• Show how the movement of people from one geographic area to another creates both opportunity and conflict.</li> </ul>

## II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>F. America developed as a consumer society</p> <ol style="list-style-type: none"> <li>1. Improved standard of living increased consumption</li> <li>2. Greater variety of goods available</li> <li>3. Continually rising expectations</li> </ol> <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <ol style="list-style-type: none"> <li>1. Greater variety of leisure activities became available as less time was spent on work</li> <li>2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts</li> </ol>	<p>4</p> <p>1,4</p>	<p>Needs and Wants</p> <p>Culture Needs and Wants</p>	<ul style="list-style-type: none"> <li>• Research a particular activity of the time period or provide a demonstration. Some suggestions might be vaudeville, amusement parks, Buffalo Bill shows, a particular fad of the time, or dime novels.</li> </ul>

## III. THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions</li> <li>2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant</li> <li>3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</li> <li>4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</li> <li>5. To describe historic events through the eyes and experiences of those who were there</li> </ol> <p><b>Content Outline:</b></p> <p>A. Social ills</p> <ol style="list-style-type: none"> <li>1. The Muckrakers—exposing corruption and abuses in industry,</li> </ol>	<p>1,4,5</p>	<p>Change Belief Systems</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>- What specific social, economic, and political problems needed reform in the late-19th century?</li> <li>- How can an individual help to bring about change in society?</li> <li>- What is the amendment process?</li> <li>- How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent?</li> </ul>

### III. THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY, continued

Content	Standards	Concepts/Themes	Connections
<p>government, and urban living conditions</p> <p>2. Fighting racial discrimination, e.g., the formation of the NAACP</p> <p>3. Temperance and prohibition</p> <p>4. Settlement houses</p> <p>B. Efforts to reform government and politics</p> <p>1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election</p> <p>2. Progressive leaders, e.g., LaFollette, Theodore Roosevelt, Taft, Debs</p> <p>3. The Socialist Party challenges the political establishment</p> <p>4. Direct election of Senators—the 17th Amendment</p> <p>5. Women’s suffrage—the 19th Amendment</p> <p>C. Economic reform efforts</p> <p>1. Labor-related legislation, e.g., minimum wage laws, workmen’s compensation insurance, safety regulations, child labor laws</p> <p>2. Prosecuting trusts</p> <p>3. Government regulation of the railroads</p> <p>4. The Federal Reserve Act</p> <p>5. Graduated income tax—the 16th Amendment</p>	<p>1,5</p> <p>1,4,5</p>	<p>Decision Making</p> <p>Change Decision Making Civic Values</p> <p>Change Factors of Production Government</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>• Select one reform movement, identify leaders, and create a broadside inviting people to one of their meetings.</li> <li>• Create mock interviews of reformers of the time period.</li> </ul> <p>• Research organizations and individuals who are seeking to reform conditions in the United States today and compare them to reformers in the past.  <i>Suggested Documents:</i> Upton Sinclair, <i>The Jungle</i>; Ida Tarbell, <i>The History of the Standard Oil Company</i>; artwork, photographs from Jacob Riis, <i>How the Other Half Lives</i></p>

## UNIT EIGHT: THE UNITED STATES AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD

### I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE

Content	Standards	Concepts/Themes	Connections
<p><b>Objectives:</b></p> <p>1. To understand how and why the United States grew during the 19th century</p> <p>2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad</p>			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>- What were the causes and effects of United States involvement in foreign affairs at the turn of the 20th century?</li> <li>- What were the domestic and foreign issues of this time period?</li> </ul>

## I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE, continued

Content	Standards	Concepts/Themes	Connections
<ol style="list-style-type: none"> <li>3. To describe the reasons for periodizing history in different ways</li> <li>4. To understand the relative importance of United States domestic and foreign policies over time</li> <li>5. To analyze the role played by the United States in international politics, past and present</li> <li>6. To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts</li> </ol>			
<p><b>Content Outline:</b></p>			
<p>A. Growth of imperialist sentiment was caused by several factors</p> <ol style="list-style-type: none"> <li>1. A belief that the nation had a right to the land, i.e., Manifest Destiny—“people’s differing perceptions of places, people, and resources”</li> <li>2. Perceived moral obligations to extend America’s way of life to others, i.e., ethnocentrism and racism</li> <li>3. American citizens were already migrating into new lands in North America—the effects of human migration on the characteristics of different places</li> <li>4. Increased foreign trade led to a growing interest in gaining control over some foreign markets</li> <li>5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States</li> <li>6. Developing technology in transportation and communication contributed to American expansion potential—the importance of location and certain physical features</li> </ol>	1,2,4,5	Nationalism Imperialism Scarcity Power	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>• Make comparisons between the economic, political, and social motives for 19th-century imperialism and the European colonization of the Americas.</li> <li>• Given our own history, debate the pros and cons of American imperialism.</li> <li>• Make a cultural comparison collage of the United States and lands acquired in Latin America and the Pacific.</li> </ul>
<p>B. The Spanish-American War signaled the emergence of the United States as a world power</p> <ol style="list-style-type: none"> <li>1. The war’s origins lay in Cuban attempts to gain freedom from Spain</li> <li>2. Concerns of the United States,</li> </ol>	1,2,5	Nationalism Imperialism Power	<ul style="list-style-type: none"> <li>• Demonstrate the causes and effects of the ideas of Manifest Destiny.</li> <li>• Map the battles of the Spanish-American War.</li> <li>• Create headlines regarding foreign or domestic problems today in the style of yellow journalism.</li> </ul>

# I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE, continued

Content	Standards	Concepts/Themes	Connections
<p>i.e., pro-expansionist sentiment, Cuba’s location, Spanish tactics</p> <ol style="list-style-type: none"> <li>3. Newspapers shaped public opinion over the Maine incident—“yellow journalism”</li> <li>4. Conduct of the war created domestic and international problems</li> <li>5. Opposition to American imperialist movement</li> </ol> <p>C. Victory in the Spanish-American War created a need for a new foreign policy</p> <ol style="list-style-type: none"> <li>1. Acquisition of land far from America’s shores—importance of resources and markets</li> <li>2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy</li> <li>3. Actions created conflict with Filipinos and Japanese</li> </ol> <p>D. United States policies in Latin America</p> <ol style="list-style-type: none"> <li>1. The United States attempted to control a number of locations in Latin America for economic and political reasons</li> <li>2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine: Panama Canal</li> <li>3. Armed intervention in Latin America</li> </ol>	<p>3,4,5 1,2,3,4,5</p>	<p>Human Systems Factors of Production</p> <p>Imperialism Science and Technology Power</p>	<ul style="list-style-type: none"> <li>• Write an account of the Spanish-American War in the Philippines from the perspective of an American, a Spaniard, and a Filipino.</li> <li>• Review the constitutional foreign policy roles of the President and Congress.</li> </ul> <ul style="list-style-type: none"> <li>• Make maps showing the growth of the United States from 1783 to 1867 and from 1868 to 1914.</li> <li>• Create the front page of a newspaper reporting on the building of the Panama Canal.</li> </ul> <p><u>Suggested Document</u>: Frederick Jackson Turner, <i>The Turner Thesis</i></p>



## II. THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand how American relations with other nations developed between the end of the Civil War and the end of World War I</li> <li>To describe the reasons for periodizing history in different ways</li> <li>To understand the relative importance of United States domestic and foreign policies over time</li> <li>To analyze the role played by the United States in international politics, past and present</li> <li>To describe the relationships between people and environments and the connections between people and places</li> </ol> <p><b>Content Outline:</b></p> <p>A. United States policy on noninvolvement in European political affairs was based on a number of factors</p> <ol style="list-style-type: none"> <li>Tradition dating back to the earliest days of the country</li> <li>Focus on the international problems of the new nation</li> <li>Recognition of United States military unpreparedness</li> <li>Impacts of geography (e.g., location, resources) on United States foreign policy</li> </ol> <p>B. Pre-World War I involvements</p> <ol style="list-style-type: none"> <li>Application of the Monroe Doctrine to the Western Hemisphere</li> <li>Threats to American foreign trade</li> <li>Roosevelt's Treaty of Portsmouth</li> </ol> <p>C. World War I occurred as a result of international problems</p> <ol style="list-style-type: none"> <li>Intense nationalism</li> <li>Power struggles among European nations</li> <li>A failure of leadership</li> <li>European alliances</li> </ol> <p>D. Events led to United States involvement in World War I</p> <ol style="list-style-type: none"> <li>The American people were divided in ways that made involvement difficult</li> </ol>	<p>1,2,3</p> <p>1,2</p> <p>1,2,5</p> <p>1,2,4,5</p>	<p>Choice Environment and Society</p> <p>Interdependence</p> <p>Nationalism Power</p> <p>Interdependence Scarcity Decision Making</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>What are the costs and benefits of neutrality and foreign intervention?</li> <li>How did the role of the United States in foreign affairs change at the turn of the century?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Create a timeline that indicates periods of United States isolationism and foreign involvement from 1900 to the present.</li> <li>Show areas of the world in which the United States was involved at the turn of the 20th century.</li> </ul> <p>• Debate: Was the United States neutral in practice as well as policy (1913-1917)?</p> <p>• List the causes of United States involvement in World War I.</p> <p>• Analyze World War I posters and identify the propaganda techniques used.</p>

## II. THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ol style="list-style-type: none"> <li>2. Fear that United States involvement would increase intolerance at home</li> <li>3. Initial attempts to follow traditional policy of neutrality failed</li> <li>4. Unwillingness of warring nations to accept President Wilson as a mediator</li> <li>5. England was a major United States trade partner</li> <li>6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans</li> <li>7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships</li> <li>8. Recognition that the United States would have no say at any peace conference if it remained neutral</li> </ol>			<ul style="list-style-type: none"> <li>• Write a letter home from the perspective of a soldier in Europe, a German immigrant, or an African-American who moved North.</li> </ul>
<p>E. The United States entered the war</p> <ol style="list-style-type: none"> <li>1. Combining new technology with old strategies e.g., chemical warfare led to the death of millions</li> <li>2. The war was supported by the majority of Americans</li> <li>3. The war effort created changes on the home front, e.g., economic controls, the role of women in the workforce, black migrations to the North, and attempts to organize labor to improve conditions</li> <li>4. War promoted intolerance, e.g., the Espionage Act of 1917 and the Sedition Act of 1918; “hyphenated Americans” have their loyalty questioned</li> </ol>	1,2,4	Nationalism Factors of Production Science and Technology	<ul style="list-style-type: none"> <li>• Examine themes such as major events and battles, roles played by great leaders; the effect of the war on diverse people, new weapons technology, the role of women, and contributions of African-Americans to the war effort.</li> </ul>
<p>F. The United States and the peace negotiations</p> <ol style="list-style-type: none"> <li>1. Wilson’s failed attempts to establish leadership with his Fourteen Points</li> <li>2. Senate opposition to the League of Nations</li> <li>3. The Versailles Treaty</li> </ol>	1,2,5	Choice Nation state	<ul style="list-style-type: none"> <li>• Convene a mock Versailles Peace Conference with students representing each country.</li> </ul> <p><u>Suggested Documents:</u> The Versailles Treaty; songs, “Over There,” “Oh, How I Hate to Get Up in the Morning,” “The Marine Hymn”</p>
<p>G. The Bolshevik Revolution</p> <ol style="list-style-type: none"> <li>1. Effect of World War I</li> <li>2. Civil war in Russia</li> <li>3. Western intervention</li> <li>4. Threat of international communism</li> </ol>	1,2	Change	

# UNIT NINE: THE UNITED STATES BETWEEN THE WARS

## I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the economic, social, and political development of America in the period between World War I and World War II</li> <li>To understand the relative importance of United States domestic and foreign policies over time</li> <li>To analyze the role played by the United States in international politics, past and present</li> <li>To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</li> <li>To understand how people in the United States and throughout the world are both producers and consumers of goods and services</li> </ol> <p><b>Content Outline:</b></p> <p>A. Prohibition and the 18th Amendment</p> <ol style="list-style-type: none"> <li>End of reform era</li> <li>The rise of organized crime</li> <li>Economic, social, political effects</li> </ol> <p>B. The Republican decade</p> <ol style="list-style-type: none"> <li>Political developments               <ol style="list-style-type: none"> <li>Back to “normalcy”; the election of 1920</li> <li>Scandals</li> <li>Coolidge: austerity and integrity</li> <li>Government and business: laissez-faire and protection</li> <li>Election of 1928</li> </ol> </li> </ol> <p>C. Relative isolation of the United States in world political affairs</p> <ol style="list-style-type: none"> <li>General policy of noninvolvement in European affairs; the League of Nations controversy</li> <li>Limited participation in international activities               <ol style="list-style-type: none"> <li>World Court</li> <li>Naval disarmament 1924</li> <li>Efforts for peace; Kellogg-Briand Pact, 1928</li> <li>Postwar reparation talks</li> </ol> </li> </ol>	<p>1,4,5</p> <p>1,5</p> <p>1,2,3,4</p>	<p>Culture Needs and Wants Decision Making</p> <p>Choice Government</p> <p>Interdependence Movement of People and Goods Human Systems Scarcity</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What were the economic, political, and social changes of the 1920s?</li> <li>How was Prohibition an outgrowth of the earlier temperance movement?</li> <li>How did the role of government change from the 1920s to the 1930s?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>Debate the pros and cons of Prohibition.</li> <li>Research, list, and illustrate the “firsts” that occurred in the 1920s; e.g., the first trans-Atlantic flight.</li> <li>Predict the effects of United States noninvolvement in foreign affairs as the world became more interdependent.</li> </ul>

## I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>e. Relief efforts in Europe</p> <p>3. Expansion of international trade and tariffs</p> <p>4. Restrictions on immigration, e.g., Quota Act, 1924</p> <p>D. Arising standard of living resulted in the growth of a consumer economy and the rise of the middle class</p> <ol style="list-style-type: none"> <li>1. Increase in single-family homes; move to nuclear families</li> <li>2. Emergence of suburbs</li> <li>3. Spread of middle-class values</li> <li>4. Increased use of credit</li> </ol> <p>E. Changes in the workplace</p> <ol style="list-style-type: none"> <li>1. Shift from agrarian to industrial workforce</li> <li>2. Lessened demand for skilled workers</li> <li>3. Working conditions and wages improved</li> <li>4. Increase in white-collar employees</li> <li>5. Women continued to increase their presence in the workforce</li> </ol> <p>F. Problems developed in the midst of unprecedented prosperity</p> <ol style="list-style-type: none"> <li>1. Not all groups benefited equally               <ol style="list-style-type: none"> <li>a. Low farm prices</li> <li>b. High black unemployment</li> <li>c. Millions of poor</li> </ol> </li> <li>2. New trends conflicted with tradition</li> <li>3. Environmental balance was jeopardized</li> </ol> <p>G. Foreign immigration and black migration resulted in a very diverse population and an increase in social tensions—the effects of human migrations on the nature and character of places and regions</p> <ol style="list-style-type: none"> <li>1. Restrictions on immigration</li> <li>2. Black migration to Northern cities</li> <li>3. Growth of organizations to fight discrimination; e.g., NAACP</li> <li>4. Growth of black art, music, and cultural identity; e.g., the Harlem Renaissance</li> <li>5. Generational conflicts</li> <li>6. Widespread emergence of retired workers</li> <li>7. Right-wing hate groups</li> </ol>	<p>1,4</p> <p>4</p> <p>3,4</p> <p>1,5</p>	<p>Urbanization Belief Systems</p> <p>Factors of Production</p> <p>Factors of Production Environment</p> <p>Diversity Movement of People and Goods Justice</p>	<ul style="list-style-type: none"> <li>• Compare and contrast trends described in this section (i.e., rising standard of living, changes in the workplace, immigration, use of leisure time) with similar trends in the late-19th century.</li> <li>• Using advertisements, determine what consumer goods a family of the 1920s would have owned.</li> <li>• Make a chart of the percentage of people in farming and nonfarming occupations from 1840 to 1930. Determine the trend.</li> <li>• How did the plight of farmers foreshadow the Great Depression?</li> <li>• Essay topic: How were the 1920s an age of intolerance toward immigrants and African-Americans?</li> <li>• Defend the statement: Not all Americans enjoyed the fruits of economic prosperity during the 1920s.</li> <li>• Research the writings of such African-American writers as Claude McKay, Countee Cullen, James Weldon Johnson, and Langston Hughes.</li> </ul>

## I. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>H. New ideas about the use of leisure time emerged</p> <ol style="list-style-type: none"> <li>1. Impact of the automobile: Henry Ford</li> <li>2. Organized sports: Babe Ruth</li> <li>3. Search for heroes and heroines: Lindbergh, Amelia Earhart</li> <li>4. Motion pictures</li> <li>5. Popular literature</li> <li>6. Fads and fashion</li> <li>7. Changes in social behavior</li> </ol> <p>I. The stock market crash marked the beginning of the worst economic time the country has ever known</p> <ol style="list-style-type: none"> <li>1. National prosperity had been structured on the investments of the wealthy</li> <li>2. There were problems with the economic structure</li> <li>3. People lost faith in the system</li> <li>4. The government was unwilling or unable to correct the downturn</li> <li>5. The economic depression that followed was the worst in our history</li> </ol>	<p>1</p> <p>1,4,5</p>	<p>Culture</p> <p>Change Factors of Production Scarcity Government</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the growth of celebrity culture and mass media in the 1920s to current trends in these areas.</li> <li>• Create a “Meeting of the Minds” of personalities from the 1920s. Have students research their lives and answer questions in character.</li> <li>• Assign students a stock and have them find out its price before October 1929 and after the market crashed.</li> </ul>

## II. THE GREAT DEPRESSION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the economic, political, and social impacts of the Great Depression on the United States</li> <li>2. To understand the economic, political, and social changes that took place in the world during the 1930s</li> <li>3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</li> <li>4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li> <li>5. To evaluate economic data by differentiating fact from opinion and identifying frames of reference</li> </ol>			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>- Why did the crash of the market affect those who did not own stock?</li> <li>- How did the concept of checks and balances relate to the New Deal?</li> <li>- How was New York a model for federal programs?</li> <li>- What parts of the New Deal legislation are still in effect today?</li> </ul>

## II. THE GREAT DEPRESSION, continued

Content	Standards	Concepts/Themes	Connections
<p>6. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</p>			
<p><b>Content Outline:</b></p>			
<p>A. Contributing factors</p> <ol style="list-style-type: none"> <li>1. Economic growth declined during the late 1920s</li> <li>2. Stock purchases were made on margin/credit</li> <li>3. Corporations and individuals became overextended</li> <li>4. The stock market crash led to a cycle of low demand and high unemployment</li> </ol>	4	Needs and Wants Factors of Production Scarcity	
<p>B. Responses to deepening economic woes</p> <ol style="list-style-type: none"> <li>1. Hoover administration response: too little, too late</li> <li>2. Local and State actions               <ol style="list-style-type: none"> <li>a. Soup kitchens and outstretched hands</li> <li>b. A modified “new deal” in New York</li> </ol> </li> <li>3. Election of 1932; question of confidence</li> </ol>	5	Government	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>• Compare Hoover’s attempt to solve economic problems with Roosevelt’s.</li> </ul>
<p>C. The New Deal</p> <ol style="list-style-type: none"> <li>1. Psychological boost; FDR at the fireside</li> <li>2. Relieving human suffering; providing for dignity and jobs</li> <li>3. Helping business and industry recover</li> <li>4. Adjusting the economic system to prevent recurrence               <ol style="list-style-type: none"> <li>a. Government regulation of business and banking</li> <li>b. Instituting Social Security</li> <li>c. Providing a guaranteed labor voice: the Wagner Act</li> </ol> </li> <li>5. Other voices               <ol style="list-style-type: none"> <li>a. Court-packing scheme</li> <li>b. Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, communism                   <ol style="list-style-type: none"> <li>1) The economics of war versus depression conditions; climbing out of depression and into war</li> </ol> </li> </ol> </li> </ol>	1,4,5	Change Economic Systems Government	<ul style="list-style-type: none"> <li>• Use the Constitution to examine why the New Deal was considered unconstitutional.</li> <li>• Chart New Deal legislation in terms of relief, recovery, and reform efforts.</li> </ul> <ul style="list-style-type: none"> <li>• Write a persuasive article from the point of view of a political activist of the 1930s.</li> </ul> <p><u>Suggested Document:</u> Roosevelt’s first inaugural address (1933): “This nation asks for action, and action now. . .”</p>

## II. THE GREAT DEPRESSION, continued

Content	Standards	Concepts/Themes	Connections
<p>D. Effects on work, family, and communities</p> <ol style="list-style-type: none"> <li>1. Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages</li> <li>2. The loss of jobs fell unequally on women, blacks, and the unskilled</li> <li>3. The threat of possible job loss was a psychological strain on those who were employed</li> <li>4. Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father</li> <li>5. Charities' resources were inadequate</li> <li>6. Local communities attempted to meet the needs of their people</li> <li>7. The Dust Bowl and the Okies—human modification of the physical environment</li> </ol>	1,4	Change Scarcity Needs and Wants	<ul style="list-style-type: none"> <li>• Have students interview someone who lived during the Great Depression.</li> <li>• Use newspaper archives to examine the economic, social, and political impact of the Great Depression on your local community.</li> </ul>
<p>E. The cultural environment during the Great Depression</p> <ol style="list-style-type: none"> <li>1. The times were reflected in the arts and literature</li> <li>2. Escapism was popular in fiction and the cinema</li> <li>3. Many works of social commentary and criticism appeared</li> <li>4. Federal government supported the arts through the Works Project Administration (WPA)</li> </ol>	3	Environment and Society Culture Government	<ul style="list-style-type: none"> <li>• Make a cultural scrapbook incorporating literature, music, and art from the 1930s.</li> <li>• Read selections from <i>The Grapes of Wrath</i>. Write a journal describing your journey as a migrant teen in the 1930s.</li> </ul>
<p>F. Effects of the Great Depression on industrialized Europe</p> <ol style="list-style-type: none"> <li>1. Trade and loans tied Western economies together</li> <li>2. The Great Depression followed similar patterns in affected nations               <ol style="list-style-type: none"> <li>a. Tighter credit</li> <li>b. Business failures</li> <li>c. Decreased money supply</li> <li>d. Lowered demand</li> <li>e. Lower production</li> <li>f. Widespread unemployment</li> </ol> </li> <li>3. Developing totalitarian responses: Germany, Italy,</li> </ol>	1,2,4	Interdependence Scarcity	<ul style="list-style-type: none"> <li>• Have groups of students research different countries and the conditions they faced during the Great Depression. Compare Hitler with Roosevelt. Use a Venn diagram.</li> </ul> <p><u>Suggested Documents:</u> Speeches of Franklin Roosevelt; Studs Turkel, <i>Hard Times</i>; song, "Brother, Can You Spare a Dime?"</p>
	2,5	Nationalism Change Political Systems	

## II. THE GREAT DEPRESSION, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>Spain, Japan; intensified communism characterized by:</p> <ol style="list-style-type: none"> <li>One-party governments headed by a strong individual</li> <li>Armies and police forces fostered national goals and eliminated opposition</li> <li>Use of propaganda in the media and schools to support national goals</li> <li>Art and literature were used to endorse official policies in totalitarian countries</li> </ol> <p>G. European conflicts resulted in several basic problems for United States policy makers</p> <ol style="list-style-type: none"> <li>The question of whether to shift focus from domestic problems to foreign policy</li> <li>Issue of neutrality versus the growing power of totalitarian states</li> <li>Continued efforts to improve Latin American relations through the “Good Neighbor Policy” without losing influence in that area’s affairs</li> </ol>	1,2	Interdependence	

## UNIT TEN: THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES

### I. WORLD WAR II

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand why World War II began and how it changed the lives of millions of people</li> <li>To be aware of the much different world left as a legacy of World War II</li> <li>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</li> </ol>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How did the Versailles Treaty lead to World War II?</li> <li>How could the use of the first atomic bomb be considered a turning point in United States history?</li> <li>Why is World War II considered a “total war” affecting all aspects of American life?</li> </ul>



## I. WORLD WAR II, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ol style="list-style-type: none"> <li>4. To understand the relative importance of United States domestic and foreign policies over time</li> <li>5. To analyze the role played by the United States in international politics, past and present</li> <li>6. To describe historic events through the eyes and experiences of those who were there</li> </ol>			
<p><b>Content Outline:</b></p>			
<p>A. Origins of the war</p> <ol style="list-style-type: none"> <li>1. The Versailles Treaty</li> <li>2. The Great Depression</li> <li>3. Rise of totalitarianism; expansionism and persecution</li> <li>4. The rearming of Germany</li> <li>5. Isolationism</li> <li>6. Failure of the League of Nations</li> </ol>	1,2	Change Choice	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the origins of World War I and World War II.</li> <li>• Debate the topic: United States membership in the League of Nations would have prevented World War II.</li> <li>• Make a timeline of major events that occurred during the war.</li> </ul>
<p>B. Prewar alliances</p> <ol style="list-style-type: none"> <li>1. Axis powers</li> <li>2. Allied powers</li> <li>3. Role of the United States</li> </ol>	1,2	Interdependence	<ul style="list-style-type: none"> <li>• On a world map, indicate the Allied and Axis powers.</li> </ul>
<p>C. Failure of peace</p> <ol style="list-style-type: none"> <li>1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia</li> <li>2. Appeasement; Chamberlain in Munich</li> <li>3. German attack on Poland; World War II begins</li> <li>4. United States role to 1941—guarded isolation, aid to allies</li> </ol>	1,2	Change Choice	
<p>D. The United States in World War II</p> <ol style="list-style-type: none"> <li>1. Japanese attack on Pearl Harbor</li> <li>2. Atwo-front war               <ol style="list-style-type: none"> <li>a. Europe—Eisenhower</li> <li>b. Pacific—MacArthur</li> </ol> </li> </ol>	1,2	Change	<ul style="list-style-type: none"> <li>• Write a news report about the bombing of Pearl Harbor from the American and Japanese points of view.</li> </ul>
<p>E. New aspects of the war</p> <ol style="list-style-type: none"> <li>1. German blitzkrieg</li> <li>2. Aerial bombing</li> <li>3. New technology and its impact on people and the physical environment</li> <li>4. Atomic bomb—the Manhattan Project</li> <li>5. The Nazi Holocaust</li> <li>6. Concept of unconditional surrender</li> </ol>	1,2,4	Science and Technology Empathy	<ul style="list-style-type: none"> <li>• Take the role of one of the following—a soldier in the Pacific, a Jewish person in Europe, a Japanese-American, or a student in high school. How might the war have affected their lives?</li> <li>• Interview those who lived during World War II and those who did not. Compare their attitudes toward the dropping of the atomic bomb.</li> </ul>

## I. WORLD WAR II, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
F. The home front 1. Total mobilization of resources 2. Rationing 3. Role of women 4. War bonds 5. Internment to incarceration of Japanese-Americans 6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt's Executive Order 8802	1,4,5	Nationalism Diversity Scarcity Human Rights	<ul style="list-style-type: none"> <li>• Explain the causes and effects of rationing during World War II.</li> <li>• Have groups research how the war affected minorities.</li> </ul>
G. End of the war 1. Allied agreement—Yalta Conference 2. Defeat of Germany 3. Defeat of Japan	1,2	Change	
H. Impact of the war 1. Entire countries were physically and demographically devastated—effects of physical and human geographic factors 2. Millions of families suffered the loss of loved ones 3. The Nazi Holocaust—Hitler's "Final Solution"; worldwide horror; human rights violations 4. United States response to the Holocaust: Fort Ontario; Oswego, New York 5. The Nuremberg Trials 6. Global impact; rise of nationalism in Africa and Asia 7. Advent of the United Nations 8. Advent of the nuclear age	1,2,3,5	Environment and Society Empathy Decision Making Nationalism	<ul style="list-style-type: none"> <li>• Chart the casualties of the war. What were the human and economic costs?</li> <li>• Compare the League of Nations and the United Nations in a Venn diagram.</li> </ul> <p><u>Suggested Documents:</u> United Nations Charter; United States military recruitment posters, and Rosie the Riveter posters; songs, "God Bless America," "This is the Army, Mr. Jones," "This Land is Your Land," and "Praise the Lord and Pass the Ammunition"</p>

## II. THE UNITED STATES AS LEADER OF THE FREE WORLD

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<b>Objectives:</b> 1. To understand why the United States assumed a leadership role in the post-World War II world 2. To appreciate the historical background for the formation of United States foreign policy of this era 3. To understand the relative importance of United States domestic and foreign policies over time			<b>ESSENTIAL QUESTIONS:</b> - How and why did the leadership role of the United States differ after World War II and World War I? - How and why did the United States help the nations of Europe after World War II? - What was the Cold War? How was it different from previous wars?

## II. THE UNITED STATES AS LEADER OF THE FREE WORLD, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>4. To analyze the role played by the United States in international politics, past and present</p> <p><b>Content Outline:</b></p> <p>A. Role of the United Nations</p> <ol style="list-style-type: none"> <li>Human rights issues; United Nations Universal Declaration of Human Rights (1948)—role played by Eleanor Roosevelt on the United Nations Commission on Human Rights</li> <li>Actions of the United Nations to promote peace</li> </ol> <p>B. United States and the Soviet Union emerge as world leaders</p> <ol style="list-style-type: none"> <li>The Cold War</li> <li>Truman Doctrine and Marshall Plan</li> <li>Alliance systems: e.g., NATO, Warsaw Pact</li> </ol> <p>C. Communist expansion leads to United States policy of containment</p> <ol style="list-style-type: none"> <li>In Europe: Berlin airlift, Berlin Wall</li> <li>In Asia: Communist China, Korean War</li> <li>In Latin America: Cuban missile crisis</li> <li>In Southeast Asia: Vietnam War</li> </ol> <p>D. Superpower rivalry</p> <ol style="list-style-type: none"> <li>The spread of nuclear weapons</li> <li>The arms race</li> <li>From Sputnik to astronauts on the Moon</li> </ol>	<p>1,2,5</p> <p>1,2,4,5</p> <p>1,2,3,5</p> <p>1,2,5</p>	<p>Human Rights Interdependence</p> <p>Interdependence Economic Systems Political Systems</p> <p>Interdependence Places and Regions Decision Making</p> <p>Nationalism Decision Making</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Research human rights violations since World War II and the United Nations' response to them.</li> <li>Make a chart comparing the United States and the Soviet Union in size, population, government, allies, economy, and religion.</li> <li>Create an illustrated timeline of Cold War events.</li> <li>List the causes and results of the Korean War.</li> <li>Invite a Korean War veteran to class.</li> <li>Examine foreign policy issues of the Cold War and actions taken by presidents of the United States.</li> </ul> <p><u>Suggested Document:</u> United Nations Universal Declaration of Human Rights, December 10, 1948</p>

## III. THE UNITED STATES IN THE POST-COLD WAR WORLD

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era</li> <li>To understand the relative importance of United States domestic and foreign policy over time</li> <li>To analyze the role played by the United States in international politics, past and present</li> </ol>			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>How were World War II and the Vietnam War different?</li> <li>How were the Vietnam War and the Gulf War different?</li> <li>How has our relationship with Latin America changed?</li> </ul>

### III. THE UNITED STATES IN THE POST-COLD WAR WORLD, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Content Outline:</b></p> <p>A. Shifting foreign policies help lead to the end of the Cold War</p> <ol style="list-style-type: none"> <li>1. Detente and arms control beginning with President Nixon</li> <li>2. Military buildup and treaties to bring about reductions</li> <li>3. Fall of the Berlin Wall (1989) and the collapse of the Soviet Union</li> </ol> <p>B. The United States seeks a new role in the world</p> <ol style="list-style-type: none"> <li>1. Arab-Israeli conflicts; Camp David Accord</li> <li>2. Persian Gulf War</li> <li>3. Peacekeeping missions; Somalia, Bosnia</li> </ol> <p>C. Western Hemisphere relations</p> <ol style="list-style-type: none"> <li>1. Economic competition and cooperation: NAFTA</li> <li>2. Immigration patterns between the United States and Mexico, Latin America</li> <li>3. Spread of democratic principles in Latin America</li> </ol>	<p>1,2,5</p> <p>1,2,3,5</p> <p>1,2,4,5</p>	<p>Change Interdependence Political Systems</p> <p>Change Places and Regions Power</p> <p>Interdependence Movement of People and Goods Scarcity Factors of Production Political Systems</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>• Make a poster comparing the weapons of World War I, the Vietnam War, and the Gulf War. Draw conclusions.</li> <li>• Use the study of current events to convey the ongoing nature of United States foreign policy.</li> <li>• Research a timeline to show involvement in the Middle East.</li> <li>• Research products made in Mexico and Latin America. Analyze the economic effects on business and labor in the United States.</li> </ul> <p><u>Suggested Documents:</u> Gulf of Tonkin Resolution; song Pete Seeger, "Where Have All the Flowers Gone?"</p>

## UNIT ELEVEN: THE CHANGING NATURE OF THE AMERICAN PEOPLE FROM WORLD WAR II TO THE PRESENT

### I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States</li> <li>2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant</li> <li>3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> </ol>			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>- How did the Cold War affect the lives of people in the United States?</li> <li>- How did the United States deal with the assassination of one president and the resignation of another?</li> </ul>

## I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM, continued

Content	Standards	Concepts/Themes	Connections
<p><b>Content Outline:</b></p> <p>A. Changing patterns of production and consumption resulted in economic expansion</p> <ol style="list-style-type: none"> <li>1. Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment</li> <li>2. Number of service jobs, women in the workforce increased</li> <li>3. Poverty continued to exist in the midst of plenty</li> </ol> <p>B. Families and communities underwent significant changes</p> <ol style="list-style-type: none"> <li>1. Postwar baby boom had major effects on social and economic decisions made by families</li> <li>2. Growth of suburbs paralleled by movement from major cities</li> <li>3. Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work</li> </ol> <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> <li>1. Important executive and judicial decisions supported equal rights</li> <li>2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation</li> <li>3. Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African-Americans</li> <li>4. Women, Native American Indians, and others also sought greater equality</li> <li>5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969)</li> </ol> <p>D. Self-confidence of early postwar years eroded by series of events</p> <ol style="list-style-type: none"> <li>1. Assassinations of major leaders: Kennedy, King</li> <li>2. Nation split over involvement in Vietnam War</li> <li>3. Groups in society turn to violence to reach their goals</li> <li>4. Resignation of President Nixon</li> <li>5. Oil crisis and skyrocketing inflation</li> </ol>	<p>1,4,5</p> <p>1,3,4</p> <p>1,5</p> <p>1,2,5</p>	<p>Change Factors of Production Justice Citizenship</p> <p>Change Places and Regions Science and Technology</p> <p>Diversity Justice Civic Values Human Rights</p> <p>Change Power</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>• Graph the economic cycles of prosperity and recession after World War II.</li> <li>• Show how the baby boom generation has affected the social, economic, and political life of the United States.</li> <li>• Analyze the conflict between federal and State law concerning the issue of school desegregation, using primary source documents.</li> <li>• What method did minority groups use in their attempts to gain equal rights?</li> <li>• Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group.</li> </ul> <p><u>Suggested Documents:</u> Dr. Martin Luther King, Jr.'s address at the Lincoln Memorial (1963): "I have a dream. . . ."; Kennedy's inaugural speech; song, "We Shall Overcome"</p>

## II. THE UNITED STATES BEGINS A NEW CENTURY

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century</li> <li>To investigate problems and opportunities the United States faces in its immediate future</li> </ol> <p><b>Content Outline:</b></p> <p>A. The United States competes in a world economy</p> <ol style="list-style-type: none"> <li>Competition from Europe, Asia, rest of Western Hemisphere</li> <li>Effects on economy of the United States</li> </ol> <p>B. Federal and state governments reevaluate their roles</p> <ol style="list-style-type: none"> <li>Fiscal and monetary policies: taxation, regulation, deregulation</li> <li>Social programs: health, welfare, education</li> </ol> <p>C. Technology changes: the home and the workplace</p> <p>D. Old and new problems must be addressed</p> <ol style="list-style-type: none"> <li>Violent crime and substance abuse</li> <li>Protection of the environment</li> <li>Growing number of elderly Americans</li> <li>The continuing struggle for economic and social justice for all citizens</li> <li>Balancing the ideals of national unity with growing cultural diversity</li> <li>Civic and legal responsibilities of citizenship</li> </ol>	<p>1,2,4</p> <p>1,5</p> <p>1</p> <p>1,2,3,4</p>	<p>Interdependence Factors of Production</p> <p>Change Government Decision Making</p> <p>Science and Technology Culture Environment and Society Needs and Wants Justice Citizenship</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> <li>How has the fall of communism changed the balance of power in the world?</li> <li>What will be the role of the United States in the 21st century?</li> </ul> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> <li>Read the labels on your clothing. Where were the clothes made? How does this affect supply and demand in the American economy?</li> <li>Research an enduring problem or issue from different points of view.</li> <li>Compare the beginning of the 20th century with that of the 21st century.</li> </ul>