

# **REGION 4 SOCIAL STUDIES**

## **GRADES 7-8**

### **Standards, Skills and Content**

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## **NEW YORK STATE SOCIAL STUDIES STANDARDS**

### **STANDARD 1 – HISTORY OF THE UNITED STATES AND NEW YORK**

**Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United State and New York**

#### **Intermediate level**

##### **Key Idea:**

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

##### **Students Performance Indicators:**

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans
- Interpret the ideas, values, and beliefs contained in the declaration of Independence and the New York State Constitution and United States Constitution, Bill of rights, and other important historical documents.

##### **Key Idea:**

Important ideas, social and cultural values, beliefs, and traditions from New York state and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

##### **Students Performance Indicators:**

- Describe the reasons for periodizing history in different ways
- Investigate key turning points in New York State and United States history and explain why these events or developments are significant
- Understand the relationship between the relative importance of United State domestic and foreign policies over time
- Analyze the role played by the United States in international politics, past and present.

##### **Key Idea:**

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

**Students Performance Indicators:**

- 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
- Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- 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
- Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

**Key Idea:**

4. The skills of historical analysis include the ability to: explains the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

**Students Performance Indicators:**

- Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- Compare and contrast different interpretations of key events and issued in New York State and United states history and explain reasons for these different accounts
- Describe historic events through the eyes and experiences of those who were there. (Taken from National standards for History for grades K-4)

## **STANDARD 2 – WORLD HISTORY**

**Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the world history and examine the broad sweep of history from a variety of perspectives.**

### **Intermediate:**

#### **Key Idea:**

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

#### **Students Performance Indicators:**

- Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
- Interpret and analyze documents and artifacts related to significant developments and events in world history.

#### **Key Idea:**

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

#### **Students Performance Indicators:**

- Develop timelines by placing important events and developments in world history in their correct chronological order
- Measure time periods by years, decades, centuries, and millennia
- Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.

#### **Key Idea:**

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

#### **Students Performance Indicators:**

- Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history
- Interpret and analyze documents and artifacts related to significant developments and events in world history
- Classify historic information according to the type of activity or practices:  
Social/cultural, political, economic, geographic, scientific, technological, and historic.

#### **Key idea:**

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

**Students Performance Indicators:**

- Explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences of outcomes followed (Take from National standards for world History)
- Analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians
- View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music architectural drawings, and other documents
- Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusion.

## **STANDARD 3 – GEOGRAPHY**

**Student will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.**

### **Intermediate**

#### **Key idea:**

- Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

#### **Students Performance Indicators:**

- Map information about people, places, and environments
- Understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from National Geography Standards, 1994)
- Investigate why people and places are located where they are located and what patterns can be perceived in these locations
- Describe the relationships between people and environments and the connections between people and places.

#### **Key idea:**

- Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from the National geography standards, 1994; Geography for Life)

#### **Students Performance Indicators:**

- Formulate geographic questions and define geographic issues and problems
- Use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate the gather geographical information about issued and problems (Adapted from national Geography standards, 1994)
- Present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
- Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.

## **STANDARD 4 – ECONOMICS**

**Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.**

### **Intermediate**

#### **Key idea:**

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world

#### **Students Performance Indicators:**

- Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resource
- Define basic economic concepts such as scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth, and systems
- Understand how people in the United States and throughout the world are both producers and consumers of goods and services
- Investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
- Describe how traditional, command, market, and mixed economies answer the three fundamental economic questions
- Explain how nations throughout the world have joined with one another to promote economic development and growth.

#### **Key idea:**

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

#### **Students Performance Indicators:**

- Identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
- Organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data
- Evaluate economic data by differentiating fact from opinion and identifying frames of reference
- Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.
- Present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.
- Evaluate economic data by differentiating fact from opinion and identifying frames of reference
- Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.
- Present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.

## **STANDARD 5-CIVICS, CITIZENSHIP, AND GOVERNMENT**

**Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the government system of the U.S. and other nations; the basic Civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.**

### **Intermediate**

#### **Key idea:**

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National standards For Civics and Government, 1994)

#### **Students Performance Indicators:**

- Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
- Consider the nature and evolution of constitutional democracies
- Explore the rights of citizens in their parts of the hemisphere and determine how they are similar to and different from the rights of American citizens
- Analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.

#### **Key idea:**

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from the National Standards for Civics and government, 1994)

#### **Students Performance Indicators:**

- Understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- Understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution
- Compare and contrast the development and evolution of the constitutions of the United States and New York State
- Define federalism and describe the powers granted the national and state governments by the United States Constitution
- Value the principles, ideals, and core values of the American democratic system based upon the promises of human dignity, liberty, justice, and equality
- Understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.

#### **Key idea:**

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

**Students Performance Indicators:**

- Explain what citizenship means in a democratic society, how citizenship is define in the Constitution and other laws of the land, and how the definition of citizenship changed in the United States and New York State over time.
- Understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities
- Discuss the role of an informed citizen in today's changing world
- Explain how Americans are citizens of their states and of the United States.

**Key idea:**

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills

**Students Performance Indicators:**

- Respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint
- Explain the role that civility plays in promoting effective citizenship in preserving democracy
- Participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.



# Social Studies Skills

**C**ontent, concepts, and skills form the basis for the learning standards and goals for the

State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the K-12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, *Developing A Thinking Skills Program*, Boston: Allyn and Bacon, 1988). Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information.

Thinking strategies involve processing information as students engage in problem-solving, decision-making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, K-12.

The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

Source: *Incorporating Skills Into Social Studies Programs K-12*. The New York State Education Department, Albany, NY.

# Chart A: Social Studies Skills

## 1. GETTING INFORMATION

*Students shall be able to:*

identify a variety of sources of information:

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

recognize advantages and limitations of various sources

locate sources of print and non-print information:

- libraries (card catalogs, indices, library guides such as *Readers'Guide to Periodical Literature*)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

identify the types and kinds of information needed:

- recognition of information that is relevant as differentiated from information that is irrelevant
- use of subquestions and/or predicted consequences
- understanding of purposes for which information is to be used

locate information in print and non-print sources:

- main elements
- main ideas
- supportive elements

organize collected information:

- orderly, precise, summarized notes
- cited sources

## II. USING INFORMATION

*Students shall be able to:*

classify and/or categorize data by:

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events placing ideas in order, chronological and other
- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

evaluate data by:

- differentiating fact from opinion
- identifying frames of reference
- identifying value-laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

draw inferences from data by:

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

check on completeness of data and question hypotheses based on sufficiency of evidence by:

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones where necessary
- drawing conclusions

generalize from data by:

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
- creating a broad statement which encompasses findings

scrutinize possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such

proposals, and selecting courses of action most likely to achieve goals

revise generalizations in the light of new data

### III. PRESENTING INFORMATION

*Students shall be able to:*

speak in an effective way by:

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

use media and various visuals for communicating ideas by:

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

write in an expository way by:

- thinking logically
- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, a conclusion

recognize and use nonverbal means of communication by:

- understanding the variety of kinds of non-verbal communication: gestures, touching, eye language, etc.
- appreciating that the amount and kind of nonverbal communication varies from culture to culture

### IV. PARTICIPATING IN INTERPERSONAL AND GROUP RELATIONS

*Students shall be able to:*

incorporate a set of positive learning attitudes by:

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people to one's own behavior

participate in group planning and discussion by:

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

assume responsibility for carrying out tasks:

- individual
- group

be alert to incongruities and recognize problems

define basic issues by:

- defining terms
- identifying basic assumption
- identifying value conflicts

set up hypotheses and/or alternative courses of action

## Chart B: Problem-Finding/Solving Skills

Developing skills in dealing with conflicts, incongruities, and problems facing individuals and societies have been recognized for a number of years as a major skills area. By learning to resolve problems in a classroom or a school setting, students are given practice in approaching problem tasks in a rational manner. It is hoped that by making this practice a continuing one, K-12, the process can be transferred by the students to their outside encounters. Pupils need practice in rational approaches to working out conflicts and problems. The steps in this process generally consist of having students:

1. define or identify a problem
2. hypothesize and investigate data
3. make a decision based upon step #2
4. recognize value conflicts
5. redefine the decision in attempting to accommodate any conflicts in values.

Students should be helped to realize that while one problem may be resolved by taking one action or another, the solution may well raise new problems. This realization should encourage students to weigh alternative solutions carefully.

Each person or group determines which solution to apply by a combination of rational thinking and subjective judgments which may be intuitive, value-laden, or emotional. The process of problem-solving is developmental in nature; the solution of a problem or the changing of the decision gives the student the skills needed to approach another problem. If we conceptualize the basic steps in problem-solving, we can see how attempting to solve one problem will provide the student with the experiences and skills needed to solve another problem.

Chart B applies the skills found in Chart A in an attempt to specifically apply that material to social studies content: problem-solving, conflict resolving, and decision-making. The format is that of objectives which when followed would enable students to proceed through the process. People do not necessarily proceed step-by-step through the process, but may omit steps because of previous knowledge or intuitive reaction. Students without these advantages for whatever the reason should be given many opportunities for application and practice.

Each of the steps in this process, as in the continuum, can be assessed, taught/learned, practiced, and used outside the problem context. But the student learns best when the skill is learned and practiced in the context of real or vicarious experiences requiring resolution of some kind.

### OBJECTIVE I

The student will be able to find problems.

#### *The student will:*

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"><li>• raise questions related to a problem<ul style="list-style-type: none"><li>- question beyond the who, what, when, where and include the how and why</li><li>- generate ideas and questions that show originality, flexibility, and inventiveness</li></ul></li></ul> | <ul style="list-style-type: none"><li>• recognize that a problem exists<ul style="list-style-type: none"><li>- identify several aspects of a problem area identify gaps or missing links in the events and ideas</li><li>- recognize conflicts in data</li><li>- point out relationships between conceptual areas not usually related</li></ul></li></ul> | <ul style="list-style-type: none"><li>• use higher level thinking skills of comprehension, analysis, synthesis, and evaluation<ul style="list-style-type: none"><li>- establish a network of related facts and concepts</li><li>- organize and bring structure to ideas, events, and things</li><li>- reach some tentative conclusions or hypotheses</li><li>- define basic issues, terms, assumptions, value conflicts</li></ul></li></ul> |
|---|---|---|

## OBJECTIVE II:

**The students will be able to solve problems which are either presented by the teacher or which are identified by the student.**

### *The students will:*

- write a sentence or paragraph which states the problem
- include a clear identification of the problem
- write a series of questions using stems which indicate increasing levels of complexity, for use as a guide for problem-solving
- develop a plan for problem-solving
- include use of time, location, and date of completion
- include appropriate age level, the objective, and available resources
- include alternative courses of action
- assume responsibility for carrying out individual and group tasks
- obtain information from a variety of sources by
- using libraries (card catalogs, indices, library guides such as *Reader's Guide to Periodical Literature*)
- using reference works, newspapers, magazines, primary and secondary sources
- using tables of contents, appendices, glossaries, bibliographies, and indices
- identifying main ideas and supportive elements
- using maps, globes, atlases, visuals, field trips, artifacts, tables, graphs, charts, diagrams, people, museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, and interviews
- evaluate the sources of information by
- using multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- checking on completeness of data
- recognizing advantages and limitations of various sources
- testing, refining, and eliminating questions and working out new ones where necessary
- understanding purposes for which information was provided
- differentiating fact from opinion
- identifying frames of reference and value-laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications
- recognizing information likely to be relevant as differentiated from information likely to be irrelevant
- organize and use data by
- categorizing data
- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other
- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data
- drawing inferences from data
- seeing relationships among the parts
- recognizing inconsistencies
- identifying conflicting views and statements
- checking on completeness of data and questioning hypotheses based on sufficiency of evidence
- using simple mathematical and statistical devices to analyze data
- drawing conclusions
- generalizing from data
- drawing on previously learned concepts and generalizations
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies
- scrutinizing possible consequences of alternative courses of action, by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals
- when necessary, redefine the original problem or identify "new" problems by
- arranging and recombining data to create new structures for looking at the problem
- thinking of new ways to use old or standard ideas and things
- thinking of novel, unique, or unusual possibilities
- thinking of different kinds of possibilities by manipulating, adapting, and modifying ideas
- embellishing the possibilities
- develop a product or conclusion which summarizes the information and can be shared
- orally: mini-lecture or debate tapes of interviews or discussions, records
- visually: chalkboard maps, diagrams, charts photographs, collages models
- by demonstration
- in writing report letter article poem mock diary story drama

## Chart B: Problem-Finding/Solving Skills

### OBJECTIVE III

**The student will be able to work with others engaged in problem-finding/solving skills.**

*The student will:*

- participate in group planning and discussion by
- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- incorporate a set of positive learning attitudes by
- recognizing that others may have a different point of view
- observing the actions of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- assessing the reactions of other people to one's own behavior
- recognize and use nonverbal means of communication by
- understanding the various kinds of nonverbal communication: gestures, touching, eye language, etc.
- appreciating that the amount and kind of nonverbal communications varies from culture to culture.

## OBJECTIVE IV

**The student will be able to communicate orally, visually, and/or in writing the results of the problem-finding/ solving effort.**

***The students will;***

- speak in an effective way by
  - spending sufficient time in planning and preparing whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
  - talking in complete sentences
  - keeping to the topic
  - using appropriate visuals/gestures, etc.
  - learning and developing the skills of being a discussion leader or participant
- use media and various visuals for communicating ideas by pre-viewing such media and visuals
  - preparing appropriate commentary
  - using a variety of media forms: films, filmstrips, photographic essays, etc.
  - constructing and using appropriate tables, charts, graphs, cartoons, etc.
- use different forms of written expression:
  - investigative/informative, interpretive, argumentative, narrative, and descriptive by
  - following an acceptable format that includes an introductory element, a body containing the basis of the work, and a conclusion
  - thinking creatively
  - thinking logically
  - communicating ideas coherently
  - forming generalizations based on appropriate data
  - supporting such generalizations through the use of relevant factual information

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

Social 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,

### **RECOMMENDED PACING FOR EACH UNIT**

<b>UNIT</b>	<b>TITLE</b>	<b>GRADE</b>	<b>TIME</b>
<b>ONE:</b>	<b>The Global Heritage Of The American People Prior To 1500</b>	<b>7</b>	<b>5 Weeks</b>
<b>TWO:</b>	<b>European Exploration And Colonization Of The Americas</b>	<b>7</b>	<b>6 Weeks</b>
<b>THREE:</b>	<b>A Nation Is Created</b>	<b>7</b>	<b>7 Weeks</b>
<b>FOUR:</b>	<b>Experiments In Government</b>	<b>7</b>	<b>7 Weeks</b>
<b>FIVE:</b>	<b>Life In The New Nation</b>	<b>7</b>	<b>6 Weeks</b>
<b>SIX:</b>	<b>Division And Reunion</b>	<b>7</b>	<b>7 Weeks</b>
<b>SEVEN:</b>	<b>An Industrial Society</b>	<b>8</b>	<b>6 Weeks</b>
<b>EIGHT:</b>	<b>The United States As A Independent Nation In An Increasingly Interdependent World</b>	<b>8</b>	<b>7 Weeks</b>
<b>NINE:</b>	<b>The United States Between The Wars</b>	<b>8</b>	<b>7 Weeks</b>
<b>TEN:</b>	<b>The United States Assumes Worldwide Responsibilities</b>	<b>8</b>	<b>8 Weeks</b>
<b>ELEVEN:</b>	<b>The Changing Nature Of The American People From World War II To The Present</b>	<b>8</b>	<b>9 Weeks</b>



## UNIT ONE:

### THE GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500

#### *HISTORY AND THE SOCIAL SCIENCES; THE STUDY OF PEOPLE*

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. To understand the social scientific method and techniques used by social science to study human cultures</li><li>2. To understand how the social scientific methods and techniques can be applied to a variety of situations and problems</li><li>3. 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>1. The role of history and the historian</li><li>2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology</li></ol> <p>B. The social scientific methods as a technique for problem solving and decision making</p>	<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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To describe the relationships between people and environments and the connections between people and places</li> <li>2. To describe the reasons for periodizing history in different ways</li> <li>3. To map information about people, places, and environments</li> <li>4. To identify and compare the physical, human, and cultural characteristics of different regions and people</li> <li>5. To understand the geography of settlement patterns and the development of cultural patterns.</li> </ol> <p><b>Content Outline:</b></p> <p>A. Theories attempt to explain human settlement in the Americas</p> <ol style="list-style-type: none"> <li>1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas</li> <li>2. Native American Indians believe in indigenous development with migration patterns in both directions</li> </ol> <p>B. Geographic factors affected the settlement patterns and living conditions of the earliest Americans</p> <p>C. Major Native American civilizations in central and South America</p> <ol style="list-style-type: none"> <li>1. The Aztecs</li> <li>2. The Mayas</li> <li>3. The Incas</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 effect 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> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Use physical topographic, political, and economic maps to compare and contrast the three early American civilizations.</li> <li>• Conduct a three-way debate to discuss the comparative contributions and accomplishments of the Mayan, Aztec, and Incan civilizations</li> <li>• Create a timeline to track major events and dates</li> <li>• Teachers may wish to introduce the six essential elements of the national geography standards at this point (see Standard 3).</li> </ul> <p>Developments in Aztec, Mayan, and Incan culture (i.e., religion, government, technology) may be compared and contrasted to contemporaneous European culture (see standard 2: Establishing time frames, exploring different periodizations...).</p>

### III. IROQUOIAN AND ALGONGUIAN CULTURES ON THE ATLANTIC COAST OF NORTH AMERICA

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations</li> <li>2. To map information about people, places, and environments</li> <li>3. To understand the worldview held by native peoples of the Americas and how that worldview developed</li> <li>4. 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. Iroquois (Haudenosaunee-People of the Longhouse) and Algonquian People adapted to the environment in which they settled</p> <ol style="list-style-type: none"> <li>1. Geographic regions of New York</li> <li>2. Diversity of flora and fauna</li> <li>3. Seasons and weather patterns</li> <li>4. Kinds of settlements and settlement patterns</li> </ol> <p>B. The Iroquois (Haudenosaunee) developed cultural patterns that reflected their needs and values</p> <ol style="list-style-type: none"> <li>1. Creation and religious beliefs</li> <li>2. Importance of the laws of nature and the wise use of natural resources</li> <li>3. Patterns of time and space</li> <li>4. Family and kinship</li> <li>5. Education</li> <li>6. Government Iroquois Confederacy and political organizations at the village level (tribal organization)</li> <li>7. Conceptions of land ownership and use</li> </ol> <p>C. Algonquian Culture</p> <ol style="list-style-type: none"> <li>1. Spiritual beliefs</li> <li>2. Spatial patterns</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What are the political, social, and economic characteristics of each North American culture?</li> <li>- How did geography influence the development of each culture?</li> <li>- How did the North American world perspective differ from that of the Europeans</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Use New York State maps and local resources to examine the Native American inhabitants of our region.</li> <li>• Examine Native American folklore, stories, and oral history as an interdisciplinary project with English.</li> <li>• Study the natural resources and climate of the Native American habitat as an interdisciplinary project with science.</li> <li>• Compare the Iroquois and the Algonquians in a Venn diagram</li> <li>• Make a chart to show the political, economic, and social aspects of life in the Native American culture areas of North America</li> <li>• The effects of geographic environment on culture may be examined further by comparing and contrasting Iroquois and Algonquian culture with active people in other cultural areas, such as the Great Tribes</li> </ul> <p>In later units, comparison of the effect of environment may also be made with colonist (UNIT TWO) and Preindustrial Age pioneers (UNIT FIVE).</p>

### IV. EUROPEAN CONCEPTIONS OF THE WORLD IN 1500

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the worldview held by Europeans prior to 1500</li> <li>2. To understand the ways different people view the same event or issued from a rarity</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How was the European worldview demonstrated in maps, artwork, and writing from the time?</li> <li>- How can misconceptions lead to</li> </ul>

<p>of perspectives</p> <p><b>Content Outline:</b></p> <p>A. European knowledge was based on a variety of sources</p> <ol style="list-style-type: none"> <li>1.Accounts of early travelers and explores</li> <li>2. A variety of different maps</li> <li>3.Writing of ancient scholars</li> <li>4. Guesswork</li> <li>5. Oral traditions and histories</li> </ol> <p>B. Different worldview and ethnocentrism resulted in many misconceptions</p>	<p>stereotyping?</p> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Rate the reliability of a variety of sources of information.</li> <li>• Find examples of stereotyping in historic and current events.</li> </ul>
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## Unit I- Suggested Activities

1. Create a collage showing the location of Native American tribes in North America.
2. Use maps of Asia and North America to trace Asian migratory patterns.
3. Have groups of student's complete research-based projects about Native American tribes in relation to their geography, lifestyle, customs, roles of women, traditions and what become of the tribe.
4. Examine an Indian village, paying particular attention to the use of space and its relationship to community relations and patterns of work.
5. Compare the roles of anthropologists, geologists, historians and geographers etc. in writing history.
6. Visit the "National Museum of the American Indian."
7. Write to the Bronx Historical Society to research tribes that existed in New York City.
8. Have the children research and make a collage of foods we eat that were historically of Native American origin
9. Compare the ancient religious beliefs and customs of the Haudenosaunee and Algonquin to present day beliefs and customs.
10. Have students view scenes from the film "The Last of the Mohicans.
11. Have students discuss how they would feel and what they would do if they had to explore a cave or a place in the woods they had never been before. Relate this discussion to the lives of early European explorers.
12. Have students explore ways in which a new environment should be explored. For example, how would we explore and colonize Mars, or the bottom of the Atlantic Ocean?
13. Have the children explore "what if's."  
What if .....  
Native American had killed the early colonists?  
Native American never came to the Americas?  
the early explorers never returned to Europe?  
there was an easy route to the Far East would the Americas have been settled?  
The United States were in the frigid climate zone or torrid climate zone?  
the mountains in the United States ran east to west instead of north to south?

## UNIT TWO: EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS

### I. EUROPEAN EXPLORATION AND SETTLEMENT

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. 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>2. To understand the impacts of European settlement on Native American Indians and Europeans</li> <li>3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> <li>4. To understand the ways different people view the same event or issued 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>1. Technological improvement in navigation</li> <li>2. Consolidation of political power within certain countries in Europe</li> <li>3. Desire to break into the eastern trade markets</li> <li>4. 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>1. Effects of weather and natural hazards on the Atlantic crossing</li> <li>2. Characteristics of different physical environments in the Americas and where different Europeans settled</li> <li>3. The development of “New England,” “New France,” “New Netherlands,” and “New Spain”</li> </ol>	<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>

### ***I. EUROPEAN EXPLORATION AND SETTLEMENT, (continued)***

<b>CONTENT</b>	<b>CONNECTIONS</b>
<p>C. Effects of exploration and settlement in America and Europe-human- induced changes in the physical environment in the Americas caused changes in other places.</p> <ol style="list-style-type: none"> <li>1. Introduction of New diseases to the Americas was devastating</li> <li>2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American lands.</li> <li>3. New types of foods improved both European and Native American health and life spans</li> <li>4. Economic and political changes in the balance of power in Europe and the Americas</li> <li>5. Introduction of African slaves into the Americans.</li> </ol> <p>. Exploration and settlement of the New York State area by the Dutch and English</p> <ol style="list-style-type: none"> <li>1.Relationshi0s between the colonists and the Native American Indians</li> <li>2.Similarities between the Europeans and Native American Indians               <ol style="list-style-type: none"> <li>a. The role of tradition                   <ol style="list-style-type: none"> <li>. The importance of families and kinship ties</li> <li>c. The hierarchical nature of the community and family sufficient</li> </ol> </li> <li>d. The need to be self sufficient</li> </ol> </li> <li>3. Differences               <ol style="list-style-type: none"> <li>a. Ideas about land ownership</li> <li>b. Roles of men and women</li> <li>c. Beliefs about how people from different cultures should be addressed</li> </ol> </li> <li>4. Rivalry between the Dutch and English eventually resulted in English supremacy</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>The results of contact (the Columbian exchange) may be viewed in terms of positive and negative effects for all participants; however, students should be aware that some groups were unwilling participants.</p>          <p>A look at eastern and western Long island or settlements in the Hudson valley can form a basis for a comparison between Dutch and English rule in the New York.</p>

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. 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>2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> <li>3. To explain how societies and nations attempt to satisfy their basic needs and natural and human resources</li> <li>4. 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>1. Reviewed as a geographic region- criteria to define regions, types of regions</li> <li>2. Settlement patterns: who? When? Why?</li> <li>3. Economic patterns emerge to meet diverse needs: agricultural and urban settlements</li> <li>4. Political systems: the Mayflower Compact</li> <li>5. Social order</li> </ol> <p>B. French and Spanish colonies</p> <ol style="list-style-type: none"> <li>1. Reviewed as a geographic region-types, connections between regions</li> <li>2. Settlement patterns; who? when? Why?</li> <li>3. Economic patterns emerge to meet diverse needs</li> <li>4. Political systems and social order</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What are the political, economic and social roots of colonial settlement 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><b>CLASSROOM IDEAS:</b></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	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how European and other settlers adapted to life in the American colonies</li> <li>2. To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious</li> <li>3. 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>4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models</li> <li>5. 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>6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs.</li> </ol> <p><b>Content Outline:</b></p> <p>A. Colonial communities where the center of social, economic, and political life and tended to develop along European patterns</p> <ol style="list-style-type: none"> <li>1. Variations were found             <ol style="list-style-type: none"> <li>a. Religious-based</li> <li>b. Slave and free black communities</li> <li>c. Place of national origin</li> </ol> </li> <li>2. The social structure promoted interdependence</li> <li>3. Social goals promoted community consciousness over individual rights</li> <li>4. Role of religions             <ol style="list-style-type: none"> <li>a. Puritans</li> <li>b. Quakers</li> </ol> </li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How did settlers adapt to the new environments?</li> <li>2. How did colonial life evolve?</li> <li>3. What kinds of political systems were created to provide order and justice?</li> <li>4. 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>5. What kinds of social systems were created to satisfy religious and cultural needs?</li> </ol> <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>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)

CONTENT	CONNECTIONS
<ul style="list-style-type: none"> <li>c. Catholics</li> <li>d. Others</li> <li>4. Survival demanded cooperation and a strong work ethic</li> <li>5. Importance of waterways</li> <li>6. A hierarchical social order created social inequity</li> <li>A. 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>B. Life in colonial communities was a reflection of geographic and social conditions               <ul style="list-style-type: none"> <li>1. Impact of physical environment                   <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 Netherlands: 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>	<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 II – Suggested Activities

1. Have students draw pictures, murals, etc. to study the routes of the explorers. They can make models of ships and equipment.
2. Keep a ship log of one of the exploration journeys.
3. Write a letter to a friend explaining why you are going on an exploration journey from the perspective of one of the persons below.

a missionary  
an adventurer  
a scientist  
a sailor  
a monarch

4. Chart or map the routes of the major explorers and the areas they claimed.
5. Read, discuss and compare accounts of various groups of settlers in N.Y. and in other locations during the era of exploration.
6. Students can write their own accounts and description of a place they would settle. Why did they choose it? Would they remain? What are the climactic, topographical and environmental features of the area they chose to settle?
7. Create relief maps of areas of settlement.
8. Write a play scene or ad lib role-play in which students take the parts of settlers who express their feelings about the “New World.”
9. Have students find and examine personal diaries, short plays, or writings reflecting exchanges of culture between Native Americans and Europeans.
10. Write an advertisement requesting volunteers to settle the colonies.
11. Television News Report – Pretend you are present at an early meeting of settlers and Native Americans. Interview a leader from each group. (Students play different roles and write pertinent questions they would like to ask each group.)
12. Students can draw cartoons or murals showing exchanges between groups discussed in this unit.
13. Students draw or construct maps of a settlement.
14. Students write first person letters (as a Native American or as a settler) about their experiences meeting “the strangers.” Try to include how differences in culture led to misunderstandings. This activity can lead to a discussion of differences among present day groups.
15. Explore the beliefs and values of different religious groups that came to America (assign a different religion to each group students). How do their values play a role in American culture? (Puritans, Quakers, Catholics, Puritans etc.)

16. Visit:

Van Cortland, Mansion  
Museum of City of New York  
Old Bethpage Village Restoration  
Snug Harbor Restoration Village

17. Assign a research-based project to students related to settlement of the colonies, comparison of lifestyles with today's society
18. Keep a diary for one week, describing your life in one colony (as a child, teen-ager, parent etc.)
19. Students can make collages illustrating life during this particular time.
20. Study a craft of colonial times. Demonstrate it. Make or show samples.
21. Study and report on colonial occupations.
22. Write an account of a voyage you took from one colony to another. Be sure to answer:  
How did you travel? What did you see along the way? Who did you meet?
23. Read biographies, sketches etc. of colonial leaders and report on them.
24. Compare life in British, Dutch, French and Spanish colonies.
25. Have the children explore "what if's."  
What if....
  - you had lived in England in the early 1600's, would you have gone to Virginia?
  - you had decided that you could not make it through the winter at Plymouth?
  - the Pilgrims on the Mayflower had turned back before reaching Plymouth?
  - the Indians did not help the Pilgrims get through the first winter?
  - a teenager rebelled against the authority of his parents?

## UNIT THREE: A NATION IS CREATED

### I. BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. To understand the economic, political, and social causes of the American revolution</li><li>2. 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>3. 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>4. 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>1. Growth of mercantilism: triangular trade</li><li>2. Rise of an influential business community in the colonies</li><li>3. Cost of colonial wars against the French</li></ol> <p>B. Political factors</p> <ol style="list-style-type: none"><li>1. The role of the British Civil War</li><li>2. Periods of political freedom in the colonies</li><li>3. Impact of the French and Indian war: Albany Plan of Union</li><li>4. Political thought of the Enlightenment influences 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><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"><li>6. What are the political, economic, and social causes of the American Revolution?</li><li>7. How did public opinion evolve in regard to the movement for independence?</li></ol> <p><b>CLASSROOM IDEAS:</b></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 lead to a colonial American identity.</li></ul> <p>Students hold 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 SEPERATION

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how colonist's concerns regarding political and economic issues resulted in the movement for independence</li> <li>2. To compare and contrast different interpretations of key events and issued in New York State and United States history and explain reasons for these different accounts</li> <li>3. To consider the nature and evolution of constitutional democracies</li> </ol> <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>1. Colonies could not protect themselves</li> <li>2. Colonies were not paying a fair amount toward their support</li> </ol> <p>B. New British policies antagonized many Americans</p> <ol style="list-style-type: none"> <li>1. Various acts of Parliament such as the Quebec Act</li> <li>2. New tax policies and taxes: Stamp Act and others</li> <li>3. Other acts of repression: Zenger case and others</li> </ol> <p>C. Public opinion was shaped in different forums</p> <ol style="list-style-type: none"> <li>1. Political bodies</li> <li>2. Public display and demonstration</li> <li>3. Print Media</li> </ol> <p>D. Wide variety of viewpoints evolved</p> <ol style="list-style-type: none"> <li>1. Complete separation</li> <li>2. More autonomy for the colonies</li> <li>3. No change in status quo: the Loyalist position</li> </ol>	<p><b>ESSENTIAL QUESTIONES:</b></p> <ol style="list-style-type: none"> <li>8. How did colonial protest against Britain escalate:</li> <li>9. What specific British policies galvanized public opinion in the colonies.</li> </ol> <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 student 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>Role-play differing views on separation from England given differing political, economic, and social interests.</p> <p><u>Suggested documents:</u> Thomas Paine, Common Sense; artwork, Paul Revere's engraving of the Boston Massacre (1770)</p> <p>Students should apply the concept of multiple causation while reviewing the events learning up to the American Revolution (see standard 1: The skills of historical analysis...).</p>

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how the colonist attempted to establish new forms of self-government</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 explains reasons for these different accounts</li> <li>4. To describe how ordinary people and famous historic figures in the local community, State, and the United State 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><b>Content Outlines:</b></p> <p>A. The Revolution begins</p> <ol style="list-style-type: none"> <li>1. Early confrontations</li> <li>2. Important leaders</li> <li>3. First Continental Congress</li> </ol> <p>B. The Second Continental Congress represented the first attempt to govern the colonies</p> <ol style="list-style-type: none"> <li>1. “Republican” government</li> <li>2. Request for state constitutions and political systems</li> <li>3. Asserting independence</li> </ol> <p>C .A movement for independence evolved from the political debate of the day</p> <p>D. .Declaration of Independence</p> <ol style="list-style-type: none"> <li>1.Origins</li> <li>2. Content</li> <li>3. Impact</li> <li>4. Ideals embodied</li> </ol> <p>E Independence creates problems for New Yorkers</p> <ol style="list-style-type: none"> <li>1. Organizing new State government</li> <li>2. Economic problems</li> <li>3. Political factions</li> <li>4. Slavery</li> <li>5. Recruiting soldiers for the war.</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>10. What political systems were established in the colonies?</li> <li>11. How did the American Revolution parallel the move toward self-government?</li> <li>12. What were the major documents of the independence movement and how were they produced?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how the colonists were able to unite against British power to win a major military and political victory</li> <li>2. To understand how events on the national level influenced and affected New Yorkers</li> <li>3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups</li> <li>4. 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. Strategies of the principal military engagements</p> <ol style="list-style-type: none"> <li>1. Washington's leadership</li> <li>2. New York as the object of strategic planning</li> <li>3. Evolution of the war from the North to the South: Lexington and Concord to Saratoga to Yorktown</li> </ol> <p>B. Role of the Loyalists</p> <ol style="list-style-type: none"> <li>1. In New York City</li> <li>2. Colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution             <ol style="list-style-type: none"> <li>a. Refuge for Loyalists</li> <li>b. Staging ground for attacks on New York's patriots</li> </ol> </li> </ol> <p>C. The outcome of the war was influenced by many factors</p> <ol style="list-style-type: none"> <li>1. Personalities and leadership</li> <li>2. Geography: importance of various physical features</li> <li>3. Allocation of resources</li> <li>4. Foreign aid: funds and volunteers</li> <li>5. Role of women, blacks, and Native American Indians</li> <li>6. Haphazard occurrences of events: the human factor</li> <li>7. Clash between colonial authority and Second Continental Congress</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>13. What was the military course of the Revolutionary War?</li> <li>14. What role did leadership, commitment, and luck play in the American victory over the British?</li> <li>15. What political, economic, and social issues brought people together against the British?</li> </ol> <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 van 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>• Make supply-and-demand graphs for wartime supplies such as ammunition, shoes, wool.</p> <p><u>Suggested Documents:</u> Thomas Paine, The Crisis; artwork, "Washington Crossing the Delaware," ; song, "Yankee Doodle"</p>



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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation</li> <li>2. To analyze how the values of a nation effect the guarantee of human rights and make provisions for human needs.</li> <li>3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions</li> <li>4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issued from different perspectives</li> <li>5. 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>1. Britain gave up claims to govern</li> <li>2. Slavery began to emerge as a divisive sectional issued because slaves did not receive their independence</li> <li>3. 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>1. The effects of the American Revolution on the Iroquois Confederacy</li> <li>2. Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance</li> </ol> <p>26. A republican ideology developed which emphasized shared power and citizenship participation</p> <p>C In the Western Hemisphere</p> <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> </ol> <p>27. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>16. How did the Revolution change people's lives?</li> <li>17. How have these political, economic and social changes been interpreted by different analysts?</li> <li>18. Was the American Revolution a "revolution" for all of the participants? Why or Why not?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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>

### Unit III – Suggested Activities

1. Have students list the major actions taken by Parliament, during the colonial periods, and the reasons from taking such action.
2. Have students analyze the objections raised by colonial spokespersons to the various laws and taxes passed by Parliament.
3. Have students create a fictional character who might have lived at this time. Write a biographical sketch that assigns other students to decide whether the character would have supported the British or the Revolutionaries.
4. Stage a mock debate between a colonist advocating separation from England and a loyalist favoring keeping the colonies under the British flag.
5. Hold a mock “meeting” of the First Continental congress with individual students representing major colonial leaders of particular colonies.
6. Have the students rewrite the Declaration of Independence in their own words.
7. Have the students discuss and debate ways the American Revolution could have been avoided.
8. Show the film of the musical “1776.”
9. Chart the Haudenosaunee nation before and after the American Revolution to determine how the war affected these Indians.
10. Present a dramatic reading of Henry Wardsworth Longfellow’s poem “The Midnight Ride of Paul Revere.” Compare it to Paul Revere’s actual account.
11. Develop a timeline showing events from the French and Indian War to the American Revolution.
12. Research events in the Bronx that occurred during the American Revolution.
13. Research the role of women in the American Revolution.
14. Divide the class into three groups. Ask each group to imagine that it is a committee of correspondence in either Massachusetts, New York or Virginia. Have each group write a letter to the other committees describing the events occurring in their colony and urging opposition to Britain.
15. Have a group create a “Who’ Who of the American Revolution.” Begin by having students nominate people for possible entries and have them defend their nomination.
16. Have the students complete a research based project taking opposite positions in the American revolution.
17. Have the children explore “what if’s.”  
What if .....
  - England won the Revolutionary War?
  - George Washington had never lived?
  - slavery had not been introduced into the colonies?
  - the French had won the French and Indian War?
  - another country such as France or Spain had colonized the East Coast of the United States?
  - George Washington had fought with the British?

## UNIT FOUR: EXPERIMENTS IN GOVERNMENT

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To understand the earliest formal structure of the United states government as expressed in the Articles of Confederation</li> <li>To consider the nature and evolution of constitutional democracies</li> </ol> <p><b>Content Outline:</b></p> <p>A. Need for a formal plan of union</p> <ol style="list-style-type: none"> <li>Historical precedent: the Albany Plan of Union</li> <li>Development of state constitutions</li> <li>Inadequacy of Continental Congress as a national government</li> </ol> <p>B. Development of a formal plan of government</p> <ol style="list-style-type: none"> <li>Draft and debate in congress, 1776-1777</li> <li>Ratification by the states, 1778-1781; period of operation, 1781-1789</li> </ol> <p>C. The structure of government under the Articles of Confederation</p> <ol style="list-style-type: none"> <li>Congress was the only branch of government</li> <li>Each state had equal representation</li> <li>Congress's power under the Articles included: <ol style="list-style-type: none"> <li>Making war and peace</li> <li>Conducting foreign and Native American Indian affairs</li> <li>The settlement of disputes between and among states</li> <li>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>Indirect representation</li> <li>No coercive power; decisions more advisory than binding; e.g., Shay's Rebellion</li> <li>Lack of national executive and judicial functions</li> <li>Lack of taxing power</li> <li>Difficulty in passing legislation</li> </ol> <p>E. The Articles did have several achievements and contributions</p> <ol style="list-style-type: none"> <li>The Land Ordinance of 1785 and the Northwest Ordinance, 1787</li> <li>Developed the privileges and immunities of citizenship</li> <li>Developed the concept of limited government</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>What is a government?</li> <li>How did the first United States government operate?</li> </ol> <p><b>CLASSROOM IDEAS:</b></p> <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> <p><u>Suggested documents:</u> Albany Plan of Union (1754), Articles of Confederation</p>

## II. THE NEW YORK STATE CONSTITUTION OF 1777

CONTENT	CONNECTIONS
<p><b>Objective:</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 New York State constitutions</li> <li>3. To understand how the United State and New York State constitutions support majority rule but also protect the rights of the minority</li> </ol> <p><b>Content Outline:</b></p> <p>A. Adopted by convention without submission to popular vote</p> <ol style="list-style-type: none"> <li>1. Included declaration of Independence</li> <li>2. Influence of leaders such as John Jay</li> </ol> <p>B. Chronology of the document</p> <ol style="list-style-type: none"> <li>1. Draft and debate in convention, 1776-1777</li> <li>2. Period of operation, 1777-1822</li> </ol> <p>C. Form of early State government</p> <ol style="list-style-type: none"> <li>1. Similar to colonial government</li> <li>2. Governor with limited authority and three-year term</li> <li>3. Inclusion of rights and liberties</li> <li>4. First system of State courts</li> <li>5. Limited franchise</li> <li>6. Bicameral legislature: Senate-four-year term; Assembly-one-year term</li> </ol> <p>D. Effectiveness</p> <ol style="list-style-type: none"> <li>1 Smoother functioning than national government under the Articles of Confederation</li> <li>2. Cumbersome administrative procedures</li> <li>3. Excessive use of veto procedures</li> <li>4. A Model for the United States Constitution of 1787</li> </ol>	<ol style="list-style-type: none"> <li>20. How did the New York State Constitution reflect the principles Embodied in the Declaration of Independence?</li> <li>21. How are the New York state Constitution and the United States Constitution alike? How are they different?</li> <li>22. The Declaration of Independence ended the legality of colonial government. Student 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.</li> </ol> <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.</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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. 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>2. 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             <ol style="list-style-type: none"> <li>1. To understand that the New York State Constitution, along with</li> <li>2. other documents, served as a model for the development of the United States Constitution</li> </ol> </li> <li>1. To compare and contrast the development and evolution of the constitutions of the United States and New York States</li> <li>5. To define federalism and describe the powers granted to the national and state government by the United State constitution</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>A. Annapolis Convention, 1786             <ol style="list-style-type: none"> <li>1. Impracticality of correcting weaknesses in Articles of Confederation</li> <li>2. Need for an improved form of government without losing key elements of a new philosophy of government</li> <li>3. Decision to write a constitution</li> </ol> </li> <li>B Constitutional Convention; setting and composition</li> <li>C. Major issues             <ol style="list-style-type: none"> <li>1. Limits of power: national versus state</li> <li>2. Representation: slaves and apportionment</li> <li>3. Electoral procedures: direct versus indirect election</li> <li>4. Rights of individuals</li> </ol> </li> <li>D. The need for compromise             <ol style="list-style-type: none"> <li>1. The issue of a “federal” or a “national” government</li> <li>2. The Great Compromise on representation</li> <li>3. The three-fifths compromise on slavery</li> <li>4. The commerce compromises</li> </ol> </li> <li>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> </li> <li>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)The relation of states to the federal union (Article IV)</li> <li>3. Assuming the responsibility for a federal system (Article VI)</li> </ol> </li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>23. Why was a new constitution necessary?</li> <li>24. How does the Constitution embody the principles of the Declaration of Independence?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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> </ul> <p>Make a graphic organizer of Article 1, II, and III.</p> <ul style="list-style-type: none"> <li>• Write the Bill of Rights in hour 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> <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>

**III. THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION, (continued)**

CONTENT	CONNECTIONS
<p>G. The Constitution as a living document</p> <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> <p>H. The evolution of an “unwritten constitution”</p> <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> <p>I. The ratification process</p> <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>	<p>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.</p> <p><u>Suggested Document:</u> Excerpts from the federalist Papers</p>

## Unit IV - Suggested Activities

1. Study the Constitution and compare it with some present day club by-laws or to the New York State Constitution.
2. Examine the rights and liberties granted in the first New York State Constitution, discuss in the context of 1777.
3. Research the great debates. Students can re-enact debates in a group assembly meeting, similar to the original convention.
4. Create questions to use in an interview with a local politician.
5. Individual students would be given a role in the process of a bill becoming a law (e.g. Committee chair, introducing a bill, voting process, overriding a presidential veto, etc). Then have the students propose their own law and go through the procedures of getting it passed.
6. Have students list examples of ways the Bill of Rights can affect their own lives.
7. Students may read biographies of people influential in the founding of the United States Constitution to comprehend the background of the documents and an understanding of this era in history. written/oral reports should be presented.
8. Have students develop headlines and write short newspaper articles on events that influenced the development of the United States constitution.
9. Develop a television newscast of one minute or less announcing a new development in the formulation of our Constitution as it were happening at the present time.
10. Have students simulate a "Constitutional Convention" in class. Have them re-enact the discussion on the compromises made during the development of our Constitution.
11. Have the students write a short constitution for a fictitious club that they may wish to establish. Include ideas such as: Officers, how laws would be made, and punishment for breaking the rules and qualifications for membership.
12. Students can make a collage illustrating the period of the writing of the United States Constitution.
13. Make a class trip to Philadelphia.
14. Visit Lower Manhattan (Wall Street area) the site where Washington was inaugurated.
15. Develop a bibliography of Web sites for studying our Constitution
16. Have the children explore "what if's."  
What if .....  
George Washington had wanted to be king of the United States?  
each state wanted to be its own nation?  
the writers of our Constitution had never thought of writing the constitution?  
all slaves were free at the time of the writing of the Constitution?  
there had been no national government?

the Constitution had not been ratified?  
the United States had a dictator?  
we could not amend the constitution?  
women or Native Americans had taken part in the writing of the United States  
Constitution?



## UNIT FIVE: LIFE IN THE NEW NATION

### 1. NEW GOVERNMENT IN OPERATION

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how the new nation established itself and began to operate</li> <li>2. To understand how political parties emerged in response to concerns at the local, State, and national levels</li> <li>3. To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice</li> <li>4. To understand the relationship between and 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 explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, national, and human resources</li> <li>7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems</li> <li>8. To complete well-documented and historically correct case students about individuals and groups who represent different ethnic, national, and religious groups., including Native American Indians and New York state and the United States</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>A. Washington as President: precedents</li> <li>B. Establishing stability               <ol style="list-style-type: none"> <li>1. Hamilton's economic plan</li> <li>2. The Whiskey rebellion</li> <li>3. Preserving neutrality: the French Revolution, Citizen Genet, Jay, and Pinckney treaties</li> </ol> </li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>17. What political, economic, and social issues did the new nation confront under the Constitution?</li> <li>18. How did perspectives differ on the new nation's viability under the Constitution?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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., Marbury v. Madison, Pinckney Treaty, Louisiana Purchase, and Monroe Doctrine.</li> <li>• Make a cause-and-effect diagram for the war 10 1812.</li> </ul>

**1. NEW GOVERNMENT IN OPERATION (continued)**

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

## II. THE AGE OF JACKSON

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how an American consciousness began to develop during Jackson's administration</li> <li>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 and the United States at different times and in different locations</li> <li>5. 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</li> <li>6. 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>7. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</li> </ol> <p><b>Content Outline:</b></p> <p>A. The age of the "common man"</p> <ol style="list-style-type: none"> <li>1. Expansion of suffrage</li> <li>2. Citizenship</li> <li>3. Election of 1828</li> <li>4. Jackson: man, politician, President</li> <li>5. The "spoils system"</li> <li>6. New political parties</li> </ol> <p>B. Jackson's Native American policy reflected frontier attitudes</p> <ol style="list-style-type: none"> <li>1. Some Native Americans resisted government attempts to negotiate their removal by treaty</li> <li>2. Government policy of forced removals (1820-1840) resulted in widespread suffering and death</li> <li>3. Native American Indian territory</li> </ol> <p>C. Intensifying sectional differences</p> <ol style="list-style-type: none"> <li>1. Protective tariff, 1828</li> <li>2. Nullification controversy, 1828, 1832</li> <li>3. Clay's compromise tariff, 1833</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>3. What was Jacksonian democracy?</li> <li>4. How did Jackson's policies affect the political, economic, and social life of the nation?</li> <li>5. How was Jackson viewed by different groups of people?</li> </ol> <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 view points.</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 a underlying cause of the Civil War.</p>

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the way of life of an agrarian society</li> <li>2. 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>3. To describe historic events through the eyes and experiences of those who were there</li> <li>4. 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>5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems</li> <li>6. To understand how scarcity requires people and nations to make choices that involved costs and future considerations</li> <li>7. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</li> <li>8. To describe the relationships between people and environments and the connections between 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>Content Outline:</b></p> <p>A. Portrait of the United States, 1800</p> <ol style="list-style-type: none"> <li>1. Agriculturally based economy</li> <li>2. Urban centers on the coast</li> <li>3. Poor communication and transportation systems</li> <li>4. Self-sufficiency</li> <li>5. Regional differences</li> </ol> <p>B. Patterns of community organization, work, and family life in agrarian America</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>6. How did social and economic life change as the United States began to move from an agrarian to an industrial society?</li> <li>7. How did geographic factors contribute to this change?</li> <li>8. How do statistics support historians as they research an era?</li> </ol> <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 19<sup>th</sup> century (UNIT SEVEN).</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)

CONTENT	CONNECTIONS
<p>A. 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 of building the Erie Canal</li> <li>b. Technology involved in its construction</li> <li>c. Types and racial labor force</li> <li>d. Results of building the Erie Canal</li> </ol> </li> </ol> <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> <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 becomes a more distinct stage of life</li> <li>3. Roles of private agencies</li> </ol> <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 (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> <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>	<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 on 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><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><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)**

CONTENT	CONNECTIONS
<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 Pre-industrial 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>	

## Unit V – Suggested Activities

1. Read George Washington's "Farewell Address." Analyze his position on foreign policy.
2. Using a current foreign policy issue, have students hypothesize how Washington might have responded.
3. Have students research and analyze the contributions to the establishment of the new nation made by the following disenfranchised groups:
  - Women
  - Blacks
  - Native Americans
  - Ethnic minorities
4. Read and report about, (in the first person, as if the reporter was that person) one of the people who had a part in the early years of our nation:
  - Thomas Jefferson
  - Alexander Hamilton
  - Abigail Adams
  - Aaron Burr
  - John Marshall
  - Daniel Shays
  - Edmund Randolph
  - James Monroe
5. Draw a map showing the growth of the United States through 1803. Use colors to separate:
  - states added
  - the territories
  - the Louisiana Purchase
  - main crops
  - population
6. Have two students write and perform imaginary conversations between:
  - Federalists and Republicans
  - A New England merchant and a War Hawk in 1812
7. Choose a committee to give a report on the American Navy in the War of 1812. Prepare short talks on:
  - Captain Perry and the Battle of Lake Erie
  - Battle of Lake Chaplain
  - Battle between the "Constitution" and the "Guerriere"
  - The British attack on Baltimore
8. Study the words and meaning to the "Star-Spangled Banner."
9. Write a newspaper article that might have appeared at the time of:
  - The purchase of Louisiana
  - The declaration of War in 1812
  - The presentation by Pres. Monroe of his Doctrine to Congress

10. Have a small group write two editorials for an 1812 newspaper: one arguing that the United States should go to war with Great Britain and the other arguing against it.
11. Prepare and present a debate discussing the extension of slavery in the new states.
12. Complete an outline map of states including dates they were admitted to the union through 1840.
13. Read a book about Andrew Jackson. Present an oral report written and presented as if it were a speech by Jackson explaining his ideas.
14. Pretend you are a Native American during the age of Jackson. Explain to a foreign journalist what you think about government policies toward the Indians. Be sure to give reasons for your position.
15. Debate whether Andrew Jackson should have been impeached for defying the court decisions protecting Native American land rights.
16. Listen to the song "Battle of New Orleans" Discuss the problems that the Americans had during this battle.
17. Become familiar with works of writers in American literature in the early 1800's.

Washington Irving (N.Y.)  
James Fenimore Cooper  
William Cullen Bryan

18. Do research on Native American Indian tribes and their heroes, such as:

Cherokee Tribe (Trail of Tears)  
Sequoya and "talking leaves"  
Seminole tribe  
Osceola  
Other tribes who were removed from their homelands  
Tecumseh

19. Become familiar with works of writers of the mid-1800's such as:

Nathaniel Hawthorne  
Henry Wadsworth Longfellow  
Ralph Waldo Emerson

20. Make a chart of important inventions from 1775-1840 . Be sure to list

the invention and inventor  
the year it was invented  
how it changed the way of living.

21. Have the students find pictures of this era and make a montage depicting:

home  
lifestyles



recreation  
transportation

22. Draw map a of the eastern United States depicting the main roads and canals that were built between 1820-1850.
23. Read the journal of Harriet Martineau (who was visiting from England) describing her trip by train in 1830's. What were the hazards and inconveniences she encountered?
24. Visit the Museum of the City of New York to see paintings and artifacts of this period.
25. Visit restored homes and villages:

Sleepy Hollow  
Livingston Manor  
Van Cortland Manor  
Browne House  
Snug Hargor  
Museum Village  
Old Bethpage

26. Have students choose and defend another song that could be used as the National Anthem.
27. Have the students pick a topic from the unite and complete a research-based project
28. Have the children explore "what if's."  
What if .....  
Aaron Burr had won the election of 1800?  
the United States lost the war of 1812?  
F.S. Key had not written the Star Spangled Banner?  
lands inhabited by Native Americans had been protected in the U.S.  
Constitution?  
Andrew Jackson Had not won the Battle of New Orleans?

## UNIT SIX: DIVISION AND REUNION

### 1. UNDERLYING CAUSES OF THE CIVIL WAR

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the series of events and resulting conditions that led to the American Civil War</li> <li>2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issued from different perspectives</li> <li>3. 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> <ol style="list-style-type: none"> <li>A. Territorial expansion and slavery             <ol style="list-style-type: none"> <li>1. The secession of Texas, 1836</li> <li>2. Oregon Territory</li> <li>3. The Westward movement and its effects on the physical, social, and cultural environments</li> </ol> </li> <li>B. The emotional impact of slavery             <ol style="list-style-type: none"> <li>1. Uncle Tom's Cabin</li> <li>2. John Brown's raid on Harper's Ferry</li> <li>3. Fugitive slave laws</li> </ol> </li> <li>C. Failure of political compromise             <ol style="list-style-type: none"> <li>1. Compromise of 1850</li> <li>2. Kansas-Nebraska Act, 1854</li> <li>3. Founding of the Republican Party, 1854-1856</li> <li>4. Dred Scott v. Sanford (1857)</li> <li>5. Lincoln-Douglas debate, 1858</li> <li>6. Election of 1860</li> <li>7. Firing on Fort Sumter, 1861</li> </ol> </li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>27. What political, social, and economic factors caused the Civil War?</li> <li>28. What were the conflicting perspectives on slavery?</li> <li>29. What is to be done with the institution of slavery?</li> <li>30. Must sectionalism ultimately lead to disunion?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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 periods.</li> <li>• Role-play the compromises and debates.</li> </ul> <p><u>Suggested Document:</u> Harriet Beecher Stowe, Uncle Tom's Cabin</p>

## II. THE CIVIL WAR BREAKS OUT

CONTENT	CONNECTIONS
<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 point in the Civil War in the New York State and United States history and explain why these events of 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>Å. 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><b>ESSENTIAL QUESTIONS:</b></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><b>CLASSROOM IDEAS:</b></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 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, (continued)***

<b>CONTENT</b>	<b>CONNECTIONS</b>
<ul style="list-style-type: none"><li>3. Geographic factors influenced the war's progress and outcome-role of physical and other barriers</li><li>4. Major campaigns evolved around a changing strategy on both side on both sides.</li><li>5. Wartime problems and political issues</li><li>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 a element of foreign policy</li></ul></li><li>7. Technology of the war</li><li>C. New York State in the Civil War<ul style="list-style-type: none"><li>1. Military role</li><li>2. Political opposition in New York City</li><li>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></li></ul></li></ul>	

### III. RESULTS OF THE CIVIL WAR

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <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> <li>3. To consider the sources of historic documents, narratives, or artifacts and evaluated their reliability</li> <li>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</li> <li>5. To analyze the role played by the United States in international politics, past and present</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>A. Preservation of the Union</li> <li>B. Abolition of slavery             <ol style="list-style-type: none"> <li>1. The Emancipation Proclamation</li> <li>2. Civil Rights and the 13<sup>th</sup> Amendment</li> </ol> </li> <li>C. Political power and decision making             <ol style="list-style-type: none"> <li>1. Secession</li> <li>2. States' rights</li> </ol> </li> <li>D. Reconstruction-theory, practice, and termination             <ol style="list-style-type: none"> <li>1. Lincoln's plan</li> <li>2. Johnson's plan and Congressional opposition resulted in his impeachment</li> <li>3. Congressional reconstruction</li> <li>4. Constitutional amendments 14 and 15 guarantee equal rights for all races except Native American Indians</li> <li>5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery</li> <li>6. The official end of Reconstruction in 1877</li> <li>7. Segregation held legal: Plessy v. Ferguson (1896)</li> </ol> </li> <li>E. The enormous human suffering and loss of life caused by the war</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>31. What were the political, social, and economic effects of the Civil War?</li> <li>32. What happened to the south after the Civil War?</li> <li>33. What were the long-term economic political and social implications of Reconstruction?</li> </ol> <p><b>CLASSROOM IDEAS:</b></p> <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, 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> <p><u>Suggested documents:</u> Civil War Amendments 13, 14, 15</p>

## Unit VI – Suggested Activities

1. Have students draw or find pictures of early agricultural machinery during Age of Homespun.
2. Have students make models, cut out or draw pictures of farm shops, small factories or homes existing during the Age of Homespun.
3. Have students write a diary of an early factory worker in the American Industrial Revolution.
4. Have students make a mural of plantation life.
5. Have students write a letter to the editor of a newspaper as either:  
An abolitionist giving reasons opposing slavery, or as a Southern plantation Owner favoring slavery.
6. Have students read and report on “the Everyday Life of A Slave.”
7. Have students research the life of a slave and write their own account of what life would be like if they were a slave.
8. Students can role-play and/or write short scenes on a variety of topics related to the Civil War, such as:

A Day In The Life Of A Slave  
The Underground Railroad  
An Abolitionist Speech  
A Slave Protest Nat Turner or Denmark Vesey  
Lincoln at Gettysburg  
A debate between a plantation owner and an abolitionist  
Clara Barton helping the wounded  
The trial of Andrew Johnson

9. Using research found in any public library, find newspaper articles discussing abolitionists. Students can then write their own newspaper articles.
10. Students can write headlines for various events, such as:

Gettysburg  
Nat Turner’s revolt  
The Attack on Fort Sumter  
The burning of Atlanta  
Lincoln’s elections

11. Movies or parts of movies such as “Gone with the Wind”, “North and South,” “Gettysburg,” or “Glory” can be shown and elicit reaction papers from the students.

12. Let students listen to songs of the Great American Civil War. A musically talented student may want to learn and perform one of these songs for the class, e.g., "Two Soldiers," "When Johnny Comes Marching Home," and/or "The Battle Hymn Of The Republic."
13. Students can make collages of soldier uniforms, equipment, and battlefields etc.
14. Students can do biographical reports on the people of the time. They dress as the person and present their reports as the person , for example:
  - Abraham Lincoln
  - Clara Barton
  - Harriet Tubman
  - Nat Turner
  - Robert E. Lee
  - Booker T. Washington
  - George Washington Carver
  - Andrew Johnson
15. Students can make or draw maps plotting the major battles of the Great American Civil War.
16. Students can imagine that there are plantation owners whose slaves have been freed by the Emancipation Proclamation. Write a letter to a friend explaining how this will affect you as a plantation owner. Do the same imagining that you are a freed slave.
17. Students can write letters describing their life as freed men.
18. The Civil War has been referred to as, ' the war of Northern aggression'" and the "Recent Unpleasantries." How are these descriptions valid?
19. Have the students complete research-based projects about the war, or the effects of the war on the North and South.
20. Have the children explore "what if's."
  - What if .....
  - The South had won the Civil War?
  - Lincoln had lost the election of 1860?
  - All of the slaves had left their plantations at the start of the war?
  - Lincoln had not been assassinated?

## UNIT SEVEN: AN INDUSTRIAL SOCIETY

### I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19<sup>TH</sup> CENTURY

CONTENT	CONNECTIONS
<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, distribution, 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 government, with some regulations to meet excesses</li> </ol> <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>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>34. What are the causes and effects of scarcity?</li> <li>35. 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</li> <li>- How shall goods and services be produced.</li> </ul> </li> <li>36. For whom shall goods and services be produced?</li> </ol> <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 19<sup>th</sup> 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> <li>• In 1876 the nation celebrated its 100<sup>th</sup> birthday. Describe an event or invention of this period that changed methods of transportation, communications, 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>



***I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19<sup>TH</sup> CENTURY(continued)***

CONTENT	CONNECTIONS
<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> <p>D. Government response to industrial development and abuse</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> <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> <li>3. Efficient use of resources combined with competition and profit motive to improve methods of production</li> </ol> <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 advance</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> <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, with 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> </ol>	<ul style="list-style-type: none"> <li>• Organize a debate of the topic: How much government regulation of the economy is enough?</li> <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> <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>

***I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19<sup>TH</sup> CENTURY***  
***(continued)***

CONTENT	CONNECTIONS
<ul style="list-style-type: none"> <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> </ul> <p>H. The response of the farmer to industrialization</p> <ul 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> </ul>	<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, “How the Other Half Lives”</p>

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how industrialization altered the tradition social pattern of American society and created a need for reform</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 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>4. To describe historic events through the eyes and experiences of those who were there</li> <li>5. To understand how scarcity requires people and nations to make choice that involved 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>1. Two distinct waves occurred, from the 1840s to the 1890s, and from the 1890s to the early 1920s; migration streams over time</li> <li>2. Differences were based on national origins, cultural patterns, and religion</li> <li>3. Similarities included motivations for coming and patterns of community settlement</li> <li>4. Initial clashes ended in varying degrees of acculturation</li> <li>5. Occupational and political experiences varies</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>1. A comparison of European immigrants and the black slave experience-human migration's effects on the character of different places and regions</li> <li>2. Immigrants as rural settlers in the Midwest</li> <li>3. The Chinese experience in the Far West</li> <li>4. Mexicans in the Southwest</li> <li>5. New York City's ethnic neighborhoods</li> <li>6. French-Canadian settlement in northern New York State</li> <li>7. Irish immigration: Mass starvation in Ireland, 1845-1850</li> <li>8. Immigrants in the local community</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>37. Is there an American Culture?</li> <li>38. How is cultural diversity both a benefit and a problem?</li> <li>39. How did massive immigration lead to new social patterns and conflicts?</li> <li>40. Why do some people view the same event differently?</li> <li>41. Why was the United States a magnet to so many people?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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> </ul> <ul style="list-style-type: none"> <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> <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>

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

CONTENT	CONNECTIONS
<p>C. Legal basis for citizenship in the United states</p> <ol style="list-style-type: none"> <li>1. Citizenship by the “law of the soil”</li> <li>2. Citizenship by birth to an American parent</li> <li>3. Citizenship through naturalization</li> </ol> <p>D. Responsibilities of citizenship</p> <ol style="list-style-type: none"> <li>1. Civic: A citizen should be: <ol style="list-style-type: none"> <li>a. Knowledgeable about the process of government</li> <li>b. Informed about major issues</li> <li>c. A participant in the political process</li> </ol> </li> <li>2. Legal: A citizen should: <ol style="list-style-type: none"> <li>a. Be knowledgeable about the law</li> <li>b. Obey the laws</li> <li>c. Respect the rights of others</li> <li>d. Understand the importance of law in a democratic society</li> </ol> </li> <li>3. The changing role of the citizen</li> </ol> <p>America becomes an increasingly mobile society</p> <ol style="list-style-type: none"> <li>1. Motivated by new economic opportunities</li> <li>2. Changing patterns of movement, e.g., blacks begin to move North</li> <li>3. Westward settlement</li> <li>4. The disappearance of the frontier-physical limits of geography</li> </ol> <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 become 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>	<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> <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> <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

CONTENT	CONNECTIONS
<ol style="list-style-type: none"> <li>1. To understand how industrialization led to a reevaluation 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 achievement 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, government, and urban living conditions</li> <li>2. Fighting racial discrimination, e.g., the formation of the NAACP</li> <li>3. Temperance and prohibition</li> <li>4. Settlement houses</li> </ol> <p>B Efforts to reform government and politics</p> <ol style="list-style-type: none"> <li>1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election</li> <li>2. Progressive leaders, e.g., LaFollette, Theodore Roosevelt, Taft, Debs</li> <li>3. The Socialist Party challenges the political establishment</li> <li>4. Direct election of senators-the 17<sup>th</sup> Amendment</li> <li>5. Women's suffrage-the 19<sup>th</sup> Amendment</li> </ol> <p>C. Economic reform efforts</p> <ol style="list-style-type: none"> <li>1. Labor-related legislation, e.g., minimum wage laws, workmen's compensation insurance, safety regulations, child labor laws</li> <li>2. Prosecuting trust</li> <li>3. Government regulation of the railroads</li> <li>4. The federal Reserve Act</li> <li>5. Graduated income tax-the 16<sup>th</sup> Amendment</li> </ol>	<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> <li>4 What specific social, economic, and political problems needed reform in the late-19<sup>th</sup> century?</li> <li>5 How can an individual help to bring about change in society?</li> <li>6 What is the amendment process?</li> <li>7 How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent?</li> </ol> <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> <li>• Research organizations and individuals who are seeking to reform conditions in the United States today and compare them to reformers in the past.</li> </ul> <p><u>Suggested Documents:</u> 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 VII – Suggested Activities

1. Students can make models or diagrams of inventions that improved farming techniques. Explain how this invention would make farming easier or how the invention works.
2. Use reproductions of newspaper ads used during the late 1800's to the early 1900's. Have the students find out what kinds of foods were eaten, how they were made, where they were sold, their prices, etc.
3. Have students make dioramas of a farming community, general store etc. typical during this era.
4. Students can make charts or maps showing the growth of urban industrial areas. They can explain the reasons for the growth of these areas.
5. Students can write research reports on various inventors using models of their inventions.
6. Students can write an essay on the "Invention I Could Not Do Without" or "How Would Your Life Change If You Didn't Have..." (TV, phone, Walkman, etc.)
7. Students write a diary of an inventor leading up to his/her famous invention. This can also be done as a letter to a friend.
8. Show a film about Thomas Alva Edison, "The Wizard of Menlo Park."
9. Write a report on an industrial leader. Be sure to include points of interest named after them (Rockefeller, Carnegie, Ford, etc.).
10. Have students demonstrate how an assembly line works.
11. Have students write diaries, letters or scenes describing "A Day in The Life Of A Factory Worker."
12. Write a speech as a union organizer addressing workers in a factory
13. Have students set up a mock negotiation session between bosses and workers. Students can then make a list of improvements in the school they would like to see and invite the administration to discuss these proposals.
14. Students can write reports on problem unions face today. They can also use sports Unions. They can then write letters to various football players or teams to ask how they felt about striking.
15. Write headlines and newspaper articles on issues and problems of the day, such as:

Bossism	The Haymarket Riot
The Tweed Ring	Life in a Sweatshop
16. Students can write letters as immigrants to family members in Europe, persuading them to come to America.

17. Students can write diaries of the lives of American immigrants entitled "A week in the life of..."
18. Students can read accounts of immigrants' lives in America.
19. Students can create collages, showing minority groups of America.
20. Visit and write about the personal stories and mementos found at the Ellis Island museum in New York Harbor. Be sure to see the original footage (old-time) film showing the early 20<sup>th</sup> century wave of immigrants arriving at Ellis Island.
21. Relevant films:
  - Immigrant experience – The Long, Long Journey (Corp. of America)
  - Golden Door – Immigrants – (Hearst Metrotone News)
  - "The American Experience – Becoming An American"
22. Research the songs, dances, and customs of the various immigrant groups. Which ones are part of our culture today?
23. Bring to class or report foods from different cultures.
24. Interview family members about to gain a family history and to construct "family trees."
25. Students may select different ethnic group and complete a research-based project on their immigration pattern, customs, traditions, and contribution to American society.
26. Have the children explore "what if's."
  - What if .....
  - the telephone had never been invented?
  - unions were never allowed?
  - the assembly line was never discovered?
  - the United States had not allowed European immigrants?
  - child labor laws had never been passed?
  - the United States ate no foreign foods?
  - all of the immigrants had gone back to their homelands?

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

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how and why the United States grew during the 19<sup>th</sup> century</li> <li>6. To recognize that American territorial and economic growth had wide spread economic, political, and social impacts both at home and abroad</li> <li>7. 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 other 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> <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, i.e., pro-expansionist sentiments, Cuban’s location, Spanish tactics</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>27. What were the causes and effects of United States involvement in foreign affairs at the turn of the 20<sup>th</sup> century?</li> <li>28. What were the domestic and foreign issues of this time periods?</li> </ol> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between the economic, political, and social motives from 19<sup>th</sup>-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> <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>



**1. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE (continued)**

CONTENT	CONNECTIONS
<p>3. Newspapers shaped public opinion over the Maine incident-yellow journalism”</p> <p>4. Conduct of the war created domestic and international problems</p> <p>5. Opposition to American imperialist movement</p> <p>C. Victory in the Spanish-American War created a need for a new foreign policy</p> <p>1. Acquisition of land far from America’s shores importance of resources and markets</p> <p>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</p> <p>3. Actions created conflict with Filipinos and Japanese</p> <p>D. United States policies in Latin America</p> <p>1. The United States attempted to control a number of locations in Latin America for economic and political reasons</p> <p>2.The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine: Panama Canal</p> <p>3. Armed intervention in Latin America</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> <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, The Turner Thesis</p>

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. 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>2. To describe the reasons for periodizing history in different ways</li> <li>3. To understand the relative importance of United States domestic and foreign policies over time</li> <li>4. To analyze the role played by the United States in international politics, past and present</li> <li>5. 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>1. Tradition dating back to the earliest days of the country</li> <li>2. Focus on the international problems of the new nation</li> <li>3. Recognition of United States military unpreparedness</li> <li>4. Impacts of geography (e.g., locations, resources) on United States foreign policy</li> </ol> <p>B Pre-World War I involvements</p> <ol style="list-style-type: none"> <li>1. Application of the Monroe Doctrine to the Western Hemisphere</li> <li>2. Threats to American foreign trade</li> <li>3. 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>1. Intense nationalism</li> <li>2. Power struggles among European nations</li> <li>3. A failure of leadership</li> <li>4. European alliances</li> </ol> <p>C. Events lead to United States involvement in World War</p> <ol style="list-style-type: none"> <li>I. The American people were divided in ways that made involvement difficult</li> <li>2. Fear the United States involvement would increase intolerance at home</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>25. What are the costs and benefits of neutrality and foreign intervention?</li> <li>26. How did the role of the United States in foreign affairs change at the turn of the century?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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 20<sup>th</sup> century.</li> </ul> <p>• Debate: Was the United States neutral in practice as well as policy (1913-1917)?</p> <ul style="list-style-type: none"> <li>• List the causes of United States involvement in World War I.</li> <li>• Analyze World War I posters and identify the propaganda techniques used.</li> </ul>

## II. THE UNITED STATES BEGINS TO TAKE AROLE IN GLOBAL POLITICS, (continued)

CONTENT	CONNECTIONS
<p>3. Initial attempts to follow traditional policy of neutrality failed</p> <p>4. Unwillingness of warring nations to accept</p> <p>5. President Wilson as a mediator</p> <p>6. England was a major United States trade partner</p> <p>6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans</p> <p>7. White both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships</p> <p>8. Recognition that the United States would have no say at any peace conference if it remained neutral</p> <p>F. The United States entered the war</p> <p>1. Combining new technology with old strategies e.g., chemical warfare led to the death of millions</p> <p>2. 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</p> <p>3. War promoted intolerance, e.g., the espionage Act of 1917 and the Sedition Act of 1918; “hyphenated Americans” have their loyalty questioned</p> <p>F. The United States and the peace negotiations</p> <p>1. Wilson’s failed attempts to establish leadership with his Fourteen Points</p> <p>2. Senate opposition to the League of Nations</p> <p>3. The Versailles Treaty</p> <p>G. The Bolshevik Revolution</p> <p>1. Effect of World War I</p> <p>2. Civil war in Russia</p> <p>3. Western intervention</p> <p>4. Threat of international communism</p>	<p>• Write a letter home from the perspective of a soldier in Europe, a German immigrant, or an African-American who moved North.</p> <p>• 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.</p> <p>• Convene a mock Versailles Peace Conference with students representing each country.  <u>Suggested Documents:</u> The Versailles Treaty; songs, “Over There,” “Oh, How I Hate to Get Up in the Morning,” “The Marine Hymns”</p>

## Unit VIII – Suggested Activities

1. Make maps showing the growth of the United States during the periods of 1783-1787 and 1868-1914.
2. Mock Debate: “Should the United States acquire territories and build an empire?”
3. Write a letter to the editor of the newspaper giving your viewpoint on the question: “Should the United States acquire territories and build an empire?”
4. Have students write headlines and newspaper articles (in first person) describing various events as if they were there, such as:

The sinking of the Lusitania  
“Remember the Maine”  
The first tank used in WWI  
Living in a trench  
The Bolshevik Revolution

5. Have students write an interview with an “eyewitness” at one of the events listed above (or use other events).
6. Have students each report on a different area of the world and United States foreign policy in that area. Include or present policies and current problems in countries such as:  
  
Philippines  
Panama Canal  
Indonesia  
Japan
7. Have students make a diorama depicting scenes of the building of the Panama Canal.
8. Show students cartoons of the topics studied and our involvement in WWI. Have them interpret, discuss and write about the meaning of the cartoon.
9. Students can then draw their own cartoons.
10. Create a collage of current event pictures depicting Latin American problems today.
11. Students can stage a mock Senate debate on “the acceptance or rejection of the Versailles Treaty.”
12. Students can write scenes depicting family life during World War I in the United States. How were Germans treated in the neighborhoods where they lived? What did families have to give up to make the war effort successful?
13. Show movies or scenes from relevant films, such as All Quiet on the Western Front.
14. Parts of the book All Quiet on the Western Front can be read aloud to describe situations during WWI. Students can write participatory responses.
15. Students can make collages of scenes of WWI –

Uniforms  
equipment  
battles  
newspaper  
headlines

17. Students can write headlines of important events of WWI and collect them in an organized scrapbook.
18. Students can write a diary of a soldier in WWI.
19. Students can write letters from home to soldiers overseas, describing what was going on at home.
20. Show scenes from The Great War (McGraw Hill).
21. Play recordings of music from World War I.
22. Have students research life in New York City during World War I.
22. Have the children explore “what if’s.”  
What if .....

the Germans had won WWI?  
the treaty of Versailles was more lenient to Germany?  
the United States had joined the League of Nations?  
the United States had joined the war on the side of Germany?  
the United States had completely followed a policy of noninvolvement in the early 20<sup>th</sup> century?  
it was discovered that England had a part in the sinking of the Lusitania?

## UNIT NINE: THE UNITED STATES BETWEEN THE WARS

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

CONTENT	CONNECTIONS
<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 18<sup>th</sup> 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>1. 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> <li>Relative isolation of the United States in world political affairs <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> <li>Relief efforts in Europe</li> </ol> </li> <li>Expansion of international trade and tariffs</li> <li>Restrictions on immigration, e.g., Quota Act, 1924</li> </ol> </li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol 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> </ol> <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 1920’s; 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>

**1. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD**  
**(continued)**

CONTENT	CONNECTIONS
<p>D. A rising 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>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>	<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-19<sup>th</sup> 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> <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> </ul>

**1. THE ROARING TWENTIES REFLECTED THE SPIRIT OF THE POSTWAR PERIOD**  
(continued)

CONTENT	CONNECTIONS
<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 d. own-turn</li> <li>5. The economic depression that followed was the worst in our history</li> </ol>	<ul style="list-style-type: none"> <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**

CONTENT	CONNECTIONS
<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 of 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> <li>6. To develop conclusions about economic issued and problems by creating broad statements that summarize findings and solution</li> </ol> <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 become overextended</li> <li>4. The stock market crash led to a cycle of low demand and high unemployment</li> </ol> <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>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>9. Why did the crash of the market affect those who did not own stock?</li> <li>10. How did the concept of checks and balances relate to the New Deal?</li> <li>11. How was New York a model for federal programs?</li> <li>12. What parts of the New Deal legislation are still in effect today?</li> </ol> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Compare Hoover’s attempt to solve economic problems with Roosevelt’s</li> </ul>



## II. THE GREAT DEPRESSION, (continued)

CONTENT	CONNECTIONS
<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> <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 tradition 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> <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>	<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 activists 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> <ul style="list-style-type: none"> <li>• Make a cultural scrapbook incorporation 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>

## II. THE GREAT DEPRESSION, (continued)

CONTENT	CONNECTIONS
<p>F. Effects of the Great Depression on industrialized Europe</p> <ol style="list-style-type: none"> <li>1. Trade a 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, Spain, Japan; intensified communism characterized by:               <ol style="list-style-type: none"> <li>a. .One-party governments headed by a strong individual</li> <li>b. Armies and police forces fostered national goals and eliminated opposition</li> <li>c. Use of propaganda in the media and schools to support national goals</li> <li>d. Art and literature were used to endorse official policies in totalitarian countries</li> </ol> </li> </ol> <p>G. European conflicts resulted in several basic problems for United States policy makers</p> <ol style="list-style-type: none"> <li>1. The question of whether to shift focus from domestic problems to foreign policy</li> <li>2. Issue of neutrality versus the growing power of totalitarian states</li> <li>3. Continued efforts to improve Latin American relations through the “Good Neighbor Policy” without losing influence in that area’s affairs</li> </ol>	<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 for Franklin Roosevelt; Studs Turkel, Hard Times; song, “Brother, Can You Spare a Dime?”</p>

## Unit IX – Suggested Activities

1. Play recordings of music popular in the 1920's and 1930's, i.e., "jazz," "the blues," etc.
2. Write a letter to a friend overseas in which you describe life in the United States in the 1920's during Prohibition.
3. Interview people who had experienced the Great Depression. Compare interviews and report on findings giving a general picture of the periods.
4. Debate the following questions: Was the "New Deal" a proper approach for the Federal government to take in response to the problems presented by the Great Depression?
5. Write headlines and news articles which might have appeared on "Black Tuesday," the day of the Stock Market Crash.
6. Make a montage of pictures depicting the 1920's or 1930's, using:  
costumes                      automobiles  
events of the times        fads
7. Divide the class into teams, having each team select a year and research it in depth. Then they can present their findings in a television show format. "That was the year that was."
8. Play off-time radio programs (which are available on tape and are representative of themes in this unit). Use the content to illustrate activities, values and attitudes prevalent during this period.
9. Assign students a stock and have them find out its price each October from 1920 to 1929, and then throughout the week in 1929 when the market crashed.
10. Assign students one person from the 1920's or 1930's on whom to do biographical research.
11. Develop a list of fads from the 1920's and 1930's. Compare this list with a list of current fads.
12. Have a class discussion on what students would have done to improve the quality of life in the '20's and '30's.
13. Have students explore "what if's," such as:  
What if .....  
the automobile had never been invented?  
the United States had joined the League of Nations?  
sound motion pictures had never been invented?  
"Prohibition" had never been repealed?  
all the banks closed tomorrow?  
Herbert Hoover had been reelected?  
the United States turned to a totalitarian form of government as a reaction to the Depression as Germany and Italy did?  
How would your life have been different if you had been "a flapper"?  
How would you have felt if you had been a farmer in the 1920's?  
What would you have done if you had lost all of your money overnight?

## Audio-Visual

### Films:

"American Parade: FDR, The Man Who Changed America." 30 min. color (BFA Ed. Media).

"Golden Twenties," Fashions, personalities and events. 68 min. b/w (McGraw Hill).

"Life in the Thirties – the effects of the Great Depression." 52 min. B/w (McGraw Hill).

"Marxism, the Theory that Split a World; Communism and its Effects on the world." 26 min. (Learning Corp. of America).

"The New Deal, the End of Laissez-faire Policy."

16mm film. (New York: Learning Corp. of America.)

"Hitler" dramatized interview with Adolf Hitler. Insight into his actions and goals. 16mm film. (New York: Learning Corp. of America).

"The Great Depression." Examines problems of the era. 16 mm film. (Santa Monica, CA: BFA Educational Media.)

"Grapes of Wrath" – Videocassette. Injustices and inhumanity suffered by an American family leaving the Dust Bowl. b&w 129 min. (Culver City, CA).

"Franklin D. Roosevelt (The New Deal)" b&w 26 mins 16mm film. (New York: McGraw Hill).

"Agriculture & the New Deal" visualizes terrible drought (Chicago Encyclopedia Britannica).

## I. WORLD WAR II

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### *I. WORLD WAR II, (continued)*

CONTENT	CONNECTIONS
E. New aspects of the war 1. German blitzkrieg 2. Aerial bombing 3. New technology and its impact on people and the physical environment 4. Atomic bomb-the Manhattan Project 5. The Nazi Holocaust 6. Concept of unconditional surrender	<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>
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	<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	
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 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	<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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand why the United States assumed a leadership role in the post-World War II world</li> <li>2. To appreciate the historical background for the formation of United States foreign policy of this era</li> <li>3. To understand the relative importance of United States domestic and foreign policies over time</li> <li>4. To analyze the role played by the United States in international politics, past and present</li> </ol> <p><b>Content Outline:</b></p> <p>A. Role of the United Nations</p> <ol style="list-style-type: none"> <li>1. Human rights issues; United Nations Universal Declaration of Human Rights (1948)-role played by Eleanor Roosevelt on the United Nations Commission of Human Rights</li> <li>2. 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>1. The Cold War</li> <li>2. Truman doctrine and Marshall Plan</li> <li>3. 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>1. In Europe: Berlin airlift, Berlin Wall</li> <li>2. In Asia: Communist China, Korean War</li> <li>3. In Latin America: Cuban missile crisis</li> <li>4. In Southeast Asia: Vietnam War</li> </ol> <p>D. Superpower rivalry</p> <ol style="list-style-type: none"> <li>1. The spread of nuclear weapons</li> <li>2. The arms race</li> <li>3. From Sputnik to astronauts on the Moon</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How and why did the leadership role of the United States differ after World War II and World War?</li> <li>- How and why did the United States help the nations of Europe after World War II?</li> <li>- What was the cold War? How was it different from previous War?</li> </ul> <p><b>CLASSROOM IDEAS:</b></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 time line 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 Documents:</u> United Nations universal Declaration of Human Rights, December 10, 1948</p>

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

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the historic political, and social context in which United States foreign policy has evolved during the post-Cold war era</li> <li>2. To understand the relative importance of United States domestic and foreign policy over time</li> <li>3. To analyze the role played by the United States in international politics, past and present</li> </ol> <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. Détente 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 conflict; 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 American</li> <li>3. Spread of democratic principles in Latin American</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>16. How were world War II and the Vietnam War different?</li> <li>17. How were the Vietnam war and the Gulf War different?</li> <li>18. How has our relationship with Latin America changed?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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 Tonki Resolution; song Pete Seeger, “Where Have All the Flowers Gone?”</p>



## Unit X – Suggested Activities

1. Make a timeline of the era's major events and show their locations on a map.
2. Interview a person who fought in WWII and be sure to prepare the questions in advance.
3. Interview someone who was on the home front during WWII. Research the effects of the war on those who were not actually fighting.
4. Play recordings of popular music during the 1940's. Did WWII have an effect on the type of popular music at the time?
5. Make a collage of styles (clothes, hair, cars) and fads, etc. from pictures taken during this era.
6. Write headlines and short news articles describing the important events that occurred during the 1940's.
7. Do research on what life was like for the Japanese-Americans who were relocated into camps during the war. What happened to their homes and businesses while they were detained?
8. Do research on the different ways Americans at home in the United States helped the war effort.
9. Draw a map of the world, or on an outline map, use color to show the Allied Powers, the Neutral Powers, the Axis Powers and the territory acquired by the Axis Occupation.
10. Do research on the Holocaust. Find books detailing eyewitness accounts of concentration camps by survivors or on life in the ghettos of Europe.
11. Find information on how German Americans were treated during WWII. Compare and contrast their treatment with that of Japanese-Americans. Explain the differences in treatment between the two.
12. Present a skit showing what life was like for an average American family during WWII.
13. On an outline map show what countries came under control by the Soviet Union (satellite countries) and Communist China.
14. Have a committee do research on the United Nations and present an oral report on its purpose, organization and goals.

15. Prepare skits showing the ways the United States tried to prevent the spread of communism during the Cold War. Include the following:  
Truman Doctrine  
Marshall Plan  
NATO
16. Students may complete research-based projects on the causes of the War, leaders in each of the major nations in the war, events in the war, results of the war or cold war.
17. Have students explore “what ifs,” such as:  
What if ....  
Japan had not bombed Pearl Harbor?  
The United States had not invented the atom bomb?  
Communism had spread to all the countries of Europe?  
the United States had a Communist form of government?  
the State of Israel had not been established in the Middle East?  
Germany did not have the support of Italy and Japan during WWII?  
the United States gave over one of its states as an area where the Israel could be established?  
the Allied Powers had lost World War II?

#### Audio Visual

1. Hitler – 16 mm dramatized interview with Adolf Hitler. (NY Learning Corp. of America).
2. American People in World War II - 25 min. Home front in WWII (McGraw Hill).
3. Ten Seconds that Shook the World - 50 min. b/w story of atomic bomb’s development from Manhattan Project to Hiroshima. (Metromedia).
4. World War II: Background and Causes - 17 min. b/w (Coronet Films).
5. World War II: 1939-1941 16 min. b/w (Coronet Films).
6. World War II: 1942-1945 - 17 min. b/w (Coronet Films).
7. Normandy Invasion – 16mm (Washington D.C.).

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

## I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>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>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> </ol> <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>Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment</li> <li>Number of service jobs, women in the workforce increased</li> <li>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>Postwar baby boom had major effects on social and economic decisions made by families</li> <li>Growth of suburbs paralleled by movement from major cities</li> <li>Effect of automobiles reflected in interstate highway system, shopping centers, increased community to work</li> </ol> <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> <li>Important executive and judicial decisions supported equal rights</li> <li>Brown v. Board of Education of Topeka (1954) overturned legal basis of segregation</li> <li>Activists and leaders such as Fr. Martin Luther King, Jr. developed strategies to secure civil rights for African-American</li> <li>Women, Native American Indians, and others also sought greater equality</li> <li>Supreme Court moved to protect individual rights: Miranda v. Arizona (1966), Tinker v. Des Moines Independent School District (1969)</li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol 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> </ol> <p><b>CLASSROOM IDEAS:</b></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>

***I. POSTWAR SOCIETY CHARACTERIZED BY PROSPERITY AND OPTIMISM (continued)***

CONTENT	CONNECTIONS
<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. Nations 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>	

## II. THE UNITED STATES BEGINS A NEW CENTURY (continued)

CONTENT	CONNECTIONS
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the economic, social, and political trends that shaped the end of the 20<sup>th</sup> century and point to the 21<sup>st</sup> century</li> <li>2. To investigate problems and opportunities the United States faces in its immediate future</li> </ol> <p><b>Content Outline:</b></p> <ol style="list-style-type: none"> <li>A. The United States competes in a world economy               <ol style="list-style-type: none"> <li>1. Competition from Europe, Asia, rest of Western Hemisphere</li> <li>2. Effects on economy of the United States</li> </ol> </li> <li>B. Federal and state governments reevaluate their roles               <ol style="list-style-type: none"> <li>1. Fiscal and monetary policies: taxation, regulation, deregulation</li> <li>2. Social programs: health, welfare, education</li> </ol> </li> <li>C. Technology changes: the home and the workplace</li> <li>D. Old and new problems must be addressed               <ol style="list-style-type: none"> <li>1. Violent crime and substance abuse</li> <li>2. Protection of the environment</li> <li>3. Growing number of elderly Americans</li> <li>4. The continuing struggle for economic and social justice for all citizens</li> <li>5. Balancing the ideals of national unity with growing cultural diversity</li> <li>6. Civic and legal responsibilities of citizenship</li> </ol> </li> </ol>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>4. How has the fall of communism changed the balance of power in the world?</li> <li>5. What will be the role of the United States in the 21<sup>st</sup> century?</li> </ol> <p><b>CLASSROOM IDEAS:</b></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&gt;</li> <li>• compare the beginning of the 20<sup>th</sup> century with that of the 21<sup>st</sup> century.</li> </ul>

## Unit XI – Suggested Activities

1. Students brainstorm an aspect of our present culture which reflect an emphasis on youth (fashion, entertainment, marketing/advertising, mass media, recreational facilities, etc.). Project 25 years into the future. How might the emphasis change with the “Graying of American Society”?
2. Mass media sources – for development of Civil Rights Movement (lunch counter-sit ins – urban riots - Martin Luther King Resource Guide). Research Court Cases: Bakke, Brown versus board of Education, Plessy versus Ferguson.
3. Research and discuss contemporary problems faced by cities. (Newspaper and magazine articles on crime, pollution, overcrowding, housing, unemployment, poverty, and desegregation).
4. What are the most important issues the children will face as head of families? What resources in the community can be used to help?
5. How have older Americans been viewed by society at various times in our history?
6. Visit UN Headquarters – must make arrangements well in advance.
7. Students choose or are assigned a current “cold war” or international problem. They are to research it and analyze the way each side would view the problem, such as:

Israel & the Middle East  
The Berlin blockade & Berlin crisis  
The Korean War  
Latin American dictatorships  
the Cuban Missile Crisis  
Vietnam

8. Students can research letters Vietnam soldiers sent home.
9. Students write their own letters or diaries from Vietnam.
10. Students can write headlines and newspaper articles from Korea or Vietnam.
11. Report on the Philippines: The overthrow of Marcos & current status.
12. Students can make their own videotapes, showing modern ads and the targeted groups for each ad.
13. Choose a product or a person and work up an advertising campaign.
14. Students stage a union session, discussing the major problems workers face today.
15. Students can do a research paper on the development of Levittown. Be sure to include pictures.
16. Students can do collages, drawings or models of suburban areas. Compare living styles – urban areas vs. suburban areas in pictures and captions.
17. Put together a public relations booklet on a suburban town: roads, schools, recreation, shopping etc.
18. Report on a leader of the modern feminist movement, e.g., Gloria Steinem, Betty Friedan or report on a woman who has risen in a field that was considered a “man’s field,” such as:

Geraldine Ferraro  
Robyn Smith (Astaire) – jockey.  
Sally Rider  
Corazon Aquino  
Elizabeth Dole  
Hillary Clinton

19. Debate: Can women do any job a man can do? Are there jobs that should be closed to women? Should the ERA be passed? Should there be equal pay for equal work?
20. Students discuss and show examples of how everyday life has changed in the 1960's through the 1980's: advertising – fast food advertising – push for physical fitness child-care centers
23. Students write short scenes illustrating various aspects of the 60's, 70's and 80's, such as:
  - Students sit-in at Columbia
  - ban the bomb march – flower children
  - race riots in Los Angeles (watts)
  - Civil rights March on Washington
  - President Kennedy in Berlin
  - President Kennedy Assassination
  - Watergate Hearings
  - Iran-Contra Hearings
  - Nixon's visit to China
  - Drug gangs
  - Reagan Presidency
  - The Clinton Impeachment
  - Debate between presidential candidates
22. Read President Kennedy's Inaugural Address – as an introduction to the 60's. Discuss his vision for the future and its relationship to our concerns and problems today.
23. What can you do for your country? What can you contribute to the world of the future?
24. Write a headline and article that might appear 25 years from now. Students can be assigned various topics for a newspaper in the future.
 

Sports	NYC	Foreign Affairs
Fashion	Movies.	Congress
25. Have students report on how the government spends our tax money.
29. Have students report on laws the government can make to solve the drug problem.
30. Have students report on what actions the government can take to stop the AIDS epidemic.
31. Have the crime prevention unit of the local police precinct visit the class.
32. Take the class to the Bronx Municipal Court to see a case in action.
33. Have students write to their President, United States senators, Congressman, State Assembly person, State Senator or City Councilman either suggesting legislation or making a request.
34. Invite local elected officials to address the class.
35. Invite a local Democrat and Republican to class to discuss their differences.
36. Break class into groups and have them research how you could find help for a particular problem (e.g., no heat in winter, becoming a citizen, Sanitation, complaint, uniform business practice etc.).

37. Invite representatives from various city agencies to address the class (e.g., Human Rights Commission, Better Business Bureau, Housing and Preservation Division, Parks Department, etc.).
38. Have students make up questionnaires for their local elected officials.
39. Debate the statement: "It's against the law only if you get caught."
40. Research local community organizations in their neighborhood and what function they serve.
41. Have students look at Bronx Political Division maps and find out the number of their congressional, state senatorial assembly and council district.
42. Have the student explore the post Cold War global power structure and the responsibilities of the United States.
43. Have students explore "what if's," such as:  
What if.....

I could live anywhere I want to ...?  
 I could do anything for my country?  
 I could do anything for the world?  
 I was a senior citizen?  
 I could be anything I wanted?  
 John F. Kennedy was not assassinated?  
 no one had nuclear weapons?  
 Dr. Martin Luther King was not assassinated?  
 women remained in the home and doing the traditional women's jobs  
 you were a State senator, Assemblyman, a Councilman?  
 we did not have freedom of religion?  
 anyone could drive a car?  
 there were no laws against child labor?  
 we couldn't vote?  
 students didn't have to go to school

## REGION 4 SOCIAL STUDIES GRADES 7-8

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