

## **Williamsville Central School District**

**Discipline** Social Studies  
**Course/Grade** Grades 7 and 8: United States and New York 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.

## GRADES 7 AND 8 SOCIAL STUDIES ASSESSMENT FORMAT

<b>Name of Assessment</b>	<b>Benchmark Formative</b>	<b>Common Formative</b>	<b>Summative</b>	<b>Screening</b>	<b>Diagnostic</b>	<b>Window of Administration</b>	<b>Access to Results</b>
<b>Common District Grade 7 Social Studies Assessment</b>			X			<b>Modified Exam Week</b>	<b>No later than the end of June</b>
<b>NYS Grade 8 Social Studies Assessment</b>			X			<b>Mid-June</b>	<b>No later than the end of June</b>

**Suggested Pacing Chart for 7<sup>th</sup> Grade**

*These units may be re-ordered, the sequence is independent*

<b>Units</b>	<b>Weeks of Study</b>
The Global Heritage of the American People Prior to 1500	2-3
European Exploration and Colonization of the Americas	5-7
A Nation is Created	4-6
Experiments in Government	3-4
Life in the New Nation	8-12
Division and Reunion	7-8

**Suggested Pacing Chart for 8<sup>th</sup> Grade**

*These units may be re-ordered, the sequence is independent*

<b>Units</b>	<b>Weeks of Study</b>
An Industrial Society	7-8
The United States as an Independent Nation in an Increasingly Interdependent World	5-6
The United States Between the Wars	6-7
The United States Assumes Worldwide Responsibilities	8-9
Changing Nature of the American People From World War II to the Present	4-5
Review for the NYS Grade 8 Test	2-3

## **Essential Questions**

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

### **Grade 7**

- **Unit One: The Global Heritage of the American People**
  - Did the environment influence Native American Culture?
- **Unit Two: European Exploration and Colonization of the Americas**
  - Do interactions among different societies always produce positive outcomes?
  - Was life in the colonies an improvement over life in Europe? (geographical, political, economic and cultural)
- **Unit Three: A Nation is Created**
  - Patrick Henry said, "Give me liberty or give me death." Were conditions for the colonists so severe that a person should have risked his/her life for change?
- **Unit Four: Experiments in Government**
  - Did the United States Constitution create a democratic government?
- **Unit Five: Life in the New Nation**
  - Did the first presidential decisions strengthen and unify the United States?
  - John Sullivan said, "Our manifest destiny is to possess the whole of the continent." Do you agree or disagree with this quote?
- **Unit Six: Division and Reunion**
  - Should the North and the South reconcile their unstable union or become separate countries?
  - The African petition to South Carolina simply asked, "that the same laws which govern white men shall govern black men?". Was this statement true at the end of Reconstruction?

**Grade 8**

- **Unit Seven: An Industrial Society**
  - Did changes in technology and the economy after 1850 produce a positive impact on society?
- **Unit Eight: The United States as an Independent Nation in an Increasingly Interdependent World**
  - Should the United States be praised or condemned for its foreign policy action between 1870-1918?
- **Unit Nine: The United States Between Wars**
  - Were the 1920's really "roaring"?
  - Did the expansion of the national government in the 1930's benefit U.S. society?
- **Unit Ten: The United States Assumes Worldwide Responsibilities**
  - George Washington's policy of neutrality included "steering clear of permanent alliances." Would this policy have been successful during and after World War II?
- **Unit Eleven: The Changing Nature of the American People**
  - Was the post World War II society characterized by prosperity and optimism?
  - Should Americans use nonviolence or "any means necessary" to rectify social injustice?

## Guide to Curriculum-Related Vocabulary

### Guaranteed and Viable Curriculum

**Guaranteed:** The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

**Viable:** a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

**Curriculum:** the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

### Power Performance Indicators

**Power performance indicators** are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

### Essential Components

**Declarative Knowledge:** Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

**Procedural Knowledge:** Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

**Key Vocabulary/Glossary:** Vocabulary deemed essential to the curriculum.

**K-12 Social Studies Concepts Matrix**

<b>Concept</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6-12</b>
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs &amp; Wants</u>	I	R	R	R	R	R	R
<u>Places &amp; Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment &amp; Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R
<u>Movement of People &amp; Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R

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<b>Concept</b>	K	1	2	3	4	5	6-12
<u>Science &amp; Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept  
 R= Reinforce Concept



### K-12 Social Studies Concepts – History

<b>Belief System</b>	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
<b>Conflict</b>	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
<b>Change</b>	involves the basic alterations in things, events, and ideas.
<b>Choice</b>	means the right or power to select from a range of alternatives.
<b>Culture</b>	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
<b>Diversity</b>	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
<b>Empathy</b>	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
<b>Identity</b>	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
<b>Interdependence</b>	means reliance upon others in mutually beneficial interactions and exchanges.
<b>Imperialism</b>	means the domination by one country of the political and/or economic life of another country or region.
<b>Movement of People and Goods</b>	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
<b>Nationalism</b>	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.
<b>Urbanization</b>	means movement of people from rural to urban areas.

### K-12 Social Studies Concepts – Geography

<b>The World in Spatial Terms</b>	Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
<b>Places and Regions</b>	This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
<b>Physical Systems</b>	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
<b>Human Systems</b>	People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.
<b>Environment and Society</b>	The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
<b>The Uses of Geography</b>	Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.
<b>Environment</b>	means the surroundings, including natural elements and elements created by humans.

### **K-12 Social Studies Concepts - Economics**

<b>Needs and Wants</b>	refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).
<b>Economic Systems</b>	include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?
<b>Factors of Production</b>	are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).
<b>Scarcity</b>	means the conflict between unlimited needs and wants and limited natural and human resources.
<b>Science and Technology</b>	means the tools and methods used by people to get what they need and want.

### K-12 Social Studies Concepts - Civics, Citizenship, and Government

<b>Justice</b>	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
<b>Nation-state</b>	means a geographic/political organization uniting people by a common government.
<b>Citizenship</b>	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
<b>Political Systems</b>	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
<b>Power</b>	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
<b>Government</b>	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
<b>Decision Making</b>	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
<b>Civic Values</b>	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
<b>Human Rights</b>	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.

## Social Studies Skills

**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 nonprint 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

**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

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<p>information that is irrelevant</p> <ul style="list-style-type: none"> <li>• use of subquestions and/or predicted consequences</li> <li>• understanding of purposes for which information is to be used</li> </ul> <p>locate information in print and nonprint sources:</p> <ul style="list-style-type: none"> <li>• main elements</li> <li>• main ideas</li> <li>• supportive elements</li> </ul> <p>organize collected information:</p> <ul style="list-style-type: none"> <li>• orderly, precise, summarized notes</li> <li>• cited sources</li> </ul>	<p>check on completeness of data and question hypotheses based on sufficiency of evidence by:</p> <ul style="list-style-type: none"> <li>• using simple mathematical and statistical devices to analyze data</li> <li>• testing, refining, and eliminating hypotheses and working out new ones where necessary</li> <li>• drawing conclusions</li> </ul> <p>generalize from data by:</p> <ul style="list-style-type: none"> <li>• applying previously learned concepts and generalizations to the data or situation</li> <li>• checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies</li> <li>• creating a broad statement which encompasses findings</li> </ul> <p>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</p> <p>revise generalizations in the light of new data</p>
<p><b>Students shall be able to:</b></p> <p>speak in an effective way by:</p>	<p><b>Students shall be able to:</b></p> <p>incorporate a set of positive learning attitudes by:</p>

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- 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:

- 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:

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

- defining terms
- identifying basic assumption
- identifying value conflicts

set up hypotheses and/or alternative courses of action



## Social Studies Problem-Finding / Solving Skills

### The student will be able to find problems

*The student will*

- raise questions related to a problem
  - question beyond the who, what, when, where and include the how and why
  - generate ideas and questions which show originality, flexibility, and inventiveness
- recognize that a problem exists
  - identify several aspects of a problem area identify gaps or missing links in the events and ideas
  - recognize conflicts in data
  - point out relationships between conceptual areas not usually related
- use higher level thinking skills of comprehension, analysis, synthesis, and evaluation
  - establish a network of related facts and concepts
  - organize and bring structure to ideas, events, and things
  - reach some tentative conclusions or hypotheses
  - define basic issues, terms, assumptions, value conflicts

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

*The student 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
  - recognizing advantages and limitations of various sources
  - testing, refining, and eliminating questions and working out new ones where necessary
  - understanding purposes for
  - drawing on previously learned concepts and generalizations
  - checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies - scrutinizing

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complexity, for use as a guide for problem-solving

- develop a plan for problemsolving
  - 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

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

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,

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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

data and questioning  
hypotheses based on  
sufficiency of evidence

- using simple mathematical and statistical devices to analyze data
- drawing conclusions
- generalizing from data

poem, mock diary, story,  
drama

**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
- 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.

other people to one's own  
behavior

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

*The student 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 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.
- 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 and 8: United States and New York History  
 Unit 1 Global Heritage of the American People Prior to 1500**

**Essential Question**

- *Did the environment influence Native American Culture?*

**I History and the Social Sciences: The Study of People**

**Focus Questions**

- How do historians research the past?
- What are primary and secondary sources?
- How do anthropology, economics, geography, political science, psychology, and sociology assist historians as they uncover the past, research the present and forecast the future?

	<b>Procedural Knowledge STUDENTS ARE ABLE TO POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</b>	<b>Key Vocabulary</b>
<p><b>Content Outline:</b></p> <ul style="list-style-type: none"> <li>• History and the other social sciences provide a framework and methodology for a systematic study of human cultures               <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> </li> <li>• The social scientific method as a technique for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the social scientific method and techniques used by social scientists to study human cultures</b></li> <li>• Demonstrate an understanding of how the social scientific method and techniques can be applied to a variety of situations and problems</li> <li>• <b>Formulate social science questions and define social science issues and problems</b></li> </ul>	<ul style="list-style-type: none"> <li>• culture</li> <li>• political science</li> <li>• anthropology</li> <li>• psychology</li> <li>• economics</li> <li>• sociology</li> <li>• geography</li> <li>• primary source</li> <li>• archeology</li> </ul>

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	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
problem solving and decision making	<i>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.</i>	

## II Geographic Factors Influence Culture

### Focus Questions

- How do maps provide information about people, places, and physical and cultural environments?
- How does geography affect how and where people live?
- How did geographic factors affect political, social, and economic aspects of life in the Mayan, Aztec, and Incan cultures?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b> <ul style="list-style-type: none"> <li>• Theories attempt to explain human settlement in the Americas               <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> </li> <li>• Geographic factors affected the settlement patterns and living conditions of the earliest Americans</li> <li>• Major Native American civilizations in Central and South America               <ol style="list-style-type: none"> <li>1. The Aztecs</li> <li>2. The Mayas</li> <li>3. The Incas</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe the relationships between people and environments and the connections between people and places</b></li> <li>• Explain the reasons for periodizing history in different ways</li> <li>• <b>Map information about people, places, and environments</b></li> <li>• <b>Identify and compare the physical, human, and cultural characteristics of different regions and people</b></li> <li>• Discuss the geography of settlement patterns and the development of cultural patterns</li> </ul>	<ul style="list-style-type: none"> <li>• environment</li> <li>• isthmus</li> <li>• glacier</li> <li>• settlement patterns</li> <li>• plateau</li> <li>• land bridge</li> <li>• tributary</li> <li>• indigenous</li> <li>• pueblo</li> <li>• migration</li> <li>• adobe</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Pueblo Indians</li> <li>• Native Americans</li> <li>• Aztecs</li> <li>• Mayas</li> <li>• Incas</li> </ul>

### III Iroquoian and Algonquian Cultures on the Atlantic Coast of North America

#### Focus Questions

- What are the political, social, and economic characteristics of each North American culture?
- How did geography influence the development of each culture?
- How did the North American world perspective differ from that of the Europeans?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Iroquois (Haudenosaunee--People of the Longhouse) and Algonquian People adapted to the environment in which they settled <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> B. The Iroquois (Haudenosaunee) developed cultural patterns that reflected their needs and values <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> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognize 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</b></li> <li>2. <b>Map information about people, places, and environments</b></li> <li>3. <b>Express the worldview held by native peoples of the Americas and how that worldview developed</b></li> <li>4. <b>Role play the ways different people view the same event or issues from a variety of perspectives</b></li> </ol>	<ul style="list-style-type: none"> <li>• diversity</li> <li>• legend/myth</li> <li>• confederacy</li> <li>• long house</li> <li>• matriarchal</li> <li>• nuclear family</li> <li>• extended family</li> <li>• fireside family</li> <li>• sachems</li> <li>• tribe/clan</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Iroquois (Haudenosaunee)</li> <li>• Algonquin</li> <li>• Red Jacket</li> <li>• Hiawatha</li> </ul>



	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
4. Family and kinship 5. Education 6. Government: Iroquois Confederacy and political organizations at the village level (tribal organization) 7. Conceptions of land ownership and use 8. Language C. Algonquian Culture 1. Spiritual beliefs 2. Spatial patterns		

### IV European Conceptions of the World in 1500

#### Focus Question

- How was the European worldview demonstrated in maps, artwork, and writing from the time?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<b>Content Outline:</b> <ul style="list-style-type: none"> <li>• European knowledge was based on a variety of sources               <ol style="list-style-type: none"> <li>1. Accounts of early travelers and explorers</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> </li> <li>• Different worldviews and ethnocentrism resulted in many misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the worldview held by Europeans prior to 1500</b></li> <li>• <b>Role play the ways different people view the same event or issues from a variety of perspectives</b></li> </ul>	<ul style="list-style-type: none"> <li>• feudalism</li> <li>• manor</li> <li>• serfs</li> <li>• cartographers</li> <li>• map projections</li> <li>• Mercator Projection</li> <li>• Robinson Projection</li> <li>• Crusades</li> <li>• Renaissance</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Viking</li> <li>• Johannes Gutenberg</li> <li>• Marco Polo</li> </ul>

**Unit 2: European Exploration and Colonization of the Americas**

**Essential Questions**

- *Do interactions among different societies always produce positive outcomes?*
- *Was life in the colonies an improvement over life in Europe? (geographical, political, economic and cultural)*

**I History and Social Sciences: The Study of People**

**Focus Question**

- What were the major causes and effects of European exploration?
- How have the events of exploration and colonization been interpreted throughout history?
- How was the European worldview demonstrated in maps, artwork, and writing from the time?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
A. Motivating factors <ol style="list-style-type: none"> <li>1. Technological improvements 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>	<ul style="list-style-type: none"> <li>• <b>Recognize 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</b></li> <li>• <b>Discuss the impact of European settlement on Native American Indians and Europeans</b></li> <li>• Investigate why people and places are</li> </ul>	<ul style="list-style-type: none"> <li>• Line of Demarcation</li> <li>• mother country</li> <li>• colonies</li> <li>• viceroys</li> <li>• Old World/New World</li> <li>• astrolabe</li> <li>• empire</li> <li>• conquistadors</li> <li>• reformation</li> <li>• Northwest Passage</li> <li>• monarch</li> <li>• mission/missionaries</li> <li>• magnetic compass</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<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 crossings</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 Netherland," and "New Spain"</li> </ol> <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</li> </ol>	<p>located where they are located and what patterns can be perceived in these locations</p> <ul style="list-style-type: none"> <li>• <b>Role play the ways different people view the same event or issues from a variety of perspectives</b></li> </ul>	<ul style="list-style-type: none"> <li>• caravel</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Christopher Columbus</li> <li>• Vasco Nunez de Balboa</li> <li>• Hernando Cortez</li> <li>• Ponce de Leon</li> <li>• Samuel de Champlain</li> <li>• Henry Hudson</li> <li>• Queen Elizabeth</li> <li>• Pedro Cabral</li> <li>• Henry the Navigator</li> <li>• Amerigo Vespucci</li> <li>• Ferdinand Magellan</li> <li>• Francisco Pizarro</li> <li>• Robert La Salle</li> <li>• Jaques Marquett and Louis Jolliet</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>and the Americas</p> <ol style="list-style-type: none"> <li>5. Introduction of African slaves into the Americas</li> </ol> <p>D. Exploration and settlement of the New York State area by the Dutch and English</p> <ol style="list-style-type: none"> <li>1. Relationships 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</li> <li>B. The importance of families and kinship ties</li> <li>C. The hierarchical nature of the community and family</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>		

## II Colonial Settlement: Geographic, Political, and Economic Factors

### Focus Questions

- What are the political, economic, and social roots of colonial settlements in the Americas?
- What role did geography play in the settlement pattern?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</b>	<b>Key Vocabulary</b>
<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. New Netherland; French and Spanish colonies</p> <ol style="list-style-type: none"> <li>1. Reviewed as a geographic region- -types, connections between regions</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period</b></li> <li>• <b>Analyze why people and places are located where they are located and discuss patterns which can be perceived in these locations</b></li> <li>• <b>Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources</b></li> <li>• Evaluate how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs</li> </ul>	<ul style="list-style-type: none"> <li>• coureur de bois</li> <li>• joint stock company</li> <li>• stockade</li> <li>• enumerated articles</li> <li>• emigrate</li> <li>• toleration</li> <li>• proprietary colony</li> <li>• legislature</li> <li>• indentured servant</li> <li>• Mayflower Comact</li> <li>• self-government</li> <li>• House of Burgesses</li> <li>• charter</li> <li>• capital</li> <li>• representative government</li> <li>• democratic government</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Duke of York</li> <li>• Puritans</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
2. Settlement patterns: who? when? why? 3. Economic patterns emerge to meet diverse needs 4. Political systems and social order		<ul style="list-style-type: none"> <li>• Pilgrims</li> <li>• Thomas Hooker</li> <li>• John Smith</li> <li>• James Oglethorpe</li> <li>• Separatists</li> <li>• Lord Baltimore</li> <li>• Roger Williams</li> <li>• Anne Hutchinson</li> <li>• John Rolfe</li> <li>• Pocahontas</li> </ul>

### III Life in Colonial Communities

#### Focus Questions

- How did settlers adapt to the new environments?
- How did colonial life evolve?
- What kinds of political systems were created to provide order and justice?
- 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?
- What kinds of social systems were created to satisfy religious and cultural needs?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p><b>Content Outline:</b></p> <p>A. Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <ol style="list-style-type: none"> <li>1. Variations were found           <ol style="list-style-type: none"> <li>1. Religious-based</li> <li>2. Slave and free black communities</li> <li>3. 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</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Understand how European and other settlers adapted to life in the American colonies</b></li> <li>• <b>Classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious</b></li> <li>• <b>Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies</b></li> <li>• <b>Present geographical information in a variety of formats, including maps, tables, graphs, charts,</b></li> </ul>	<ul style="list-style-type: none"> <li>• Middle Passage</li> <li>• public school</li> <li>• gentry</li> <li>• triangular trade</li> <li>• importing</li> <li>• peculiar institution</li> <li>• Yankee</li> <li>• surplus</li> <li>• mercantilism</li> <li>• exporting</li> <li>• Breadbasket colonies</li> <li>• patroon system</li> <li>• "Holy Experiment"</li> <li>• slave codes</li> <li>• subsistence farmer</li> <li>• persecution</li> <li>• town meetings</li> <li>• tenant farmer</li> </ul>



	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Puritans</li> <li>2. Quakers</li> <li>3. Catholics</li> <li>4. Others</li> </ol> <ol style="list-style-type: none"> <li>5. Survival demanded cooperation and a strong work ethic</li> <li>6. Importance of waterways</li> <li>7. A hierarchical social order created social inequity</li> </ol> <p>B. Structure and roles of colonial families</p> <ol 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> </ol> <p>C. Life in colonial communities was a reflection of geographic and social conditions</p> <ol style="list-style-type: none"> <li>1. Impact of physical environments on             <ol style="list-style-type: none"> <li>A. Travel</li> <li>B. Communication</li> <li>C. Settlements</li> <li>D. Resource use</li> </ol> </li> <li>2. Social conditions led to             <ol style="list-style-type: none"> <li>A. Different forms of government</li> <li>B. Varying roles of religion</li> <li>C. Inequalities of economic</li> </ol> </li> </ol>	<p><b>diagrams, and computer-generated models</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• Analyze how values of a people affect the guarantee of civil rights and make provision for human needs</li> </ul>	<ul style="list-style-type: none"> <li>• plantation</li> <li>• slaver</li> <li>• cash crops</li> <li>• backcountry</li> <li>• tidewater</li> <li>• racism</li> <li>• apprentice</li> <li>• almanac</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Benjamin Franklin</li> <li>• Quakers</li> <li>• Peter Stuvesant</li> <li>• William Penn</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>conditions</p> <p>D. Unequal treatment of blacks</p> <p>3. The impact of geographic and social conditions could be seen in the divergent landholding systems that developed in:</p> <p>A. New England</p> <p>B. New Netherland: patroonship system</p> <p>C. Southern colonies: plantation system</p> <p>4. Life in French and Spanish colonies was both similar to and different from life in other colonies</p>		

### Unit 3: A Nation is Created

#### Essential Question

- *Patrick Henry said, "Give me liberty or give me death." Were conditions for the colonists so severe that a person should have risked his/her life for change?*

#### I Background Causes of the American Revolution

#### Focus Questions

- What are the political, economic, and social causes of the American Revolution?
- How did public opinion evolve in regard to the movement for independence?

	Procedural Knowledge <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<b>Content Outline:</b> <ul style="list-style-type: none"> <li>• Economic factors               <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> </li> <li>• Political factors               <ol style="list-style-type: none"> <li>1. The role of the British Civil War</li> <li>2. Periods of political freedom in the</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand the economic, political, and social causes of the American Revolution</b></li> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• mercantilism</li> <li>• Enlightenment</li> </ul> <b>People</b> <ul style="list-style-type: none"> <li>• John Peter Zenger</li> <li>• George Washington</li> <li>• Benjamin Franklin</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>colonies</p> <p>3. Impact of the French and Indian War: Albany Plan of Union</p> <p>4. Political thought of the Enlightenment influenced prominent colonial leaders</p> <ul style="list-style-type: none"> <li>• New social relationships between European powers and the American colonies: development of a new colonial identity</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems</li>   <li>• <b>To consider the nature and evolution of a constitutional democracy</b></li> </ul>	

## II The Shift from Protest to Celebration

### Focus Questions

- How did colonial protests against Britain escalate?
- What specific British policies galvanized public opinion in the colonies?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b> <ul style="list-style-type: none"> <li>A. New British attitude toward colonies following victory over France               <ul 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> </ul> </li> <li>B. New British policies antagonized many Americans               <ul 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> </ul> </li> <li>C. Public opinion was shaped in different forums               <ul style="list-style-type: none"> <li>1. Political bodies</li> <li>2. Public display and demonstration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate an understanding of how colonists' concerns regarding political and economic issues resulted in the movement for independence</b></li> <li>• <b>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</b></li> <li>• Assess the nature and evolution of constitutional democracies</li> </ul>	<ul style="list-style-type: none"> <li>• Loyalists/Tories</li> <li>• patriots</li> <li>• militias</li> <li>• boycott</li> <li>• autonomy</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• George Grenville</li> <li>• Samuel Adams</li> <li>• Patrick Henry</li> <li>• Mercy Otis Warren</li> <li>• Charles Townshend</li> <li>• John Adams</li> <li>• Paul Revere</li> <li>• Crispus Attucks</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
3. Print media D. Wide variety of viewpoints evolved <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>		

### III Early Attempts to Govern the Newly Independent States

#### Focus Questions

- What political systems were established in the colonies?
- How did the American Revolution parallel the move toward self-government?
- What were the major documents of the independence movement and how were they produced?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. The Revolution begins <ol style="list-style-type: none"> <li>1. Early confrontations</li> <li>2. Important leaders</li> <li>3. First Continental Congress</li> </ol> B. The Second Continental Congress represented the first attempt to govern the colonies <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> C. A movement for independence evolved from the political debate of the day D. Declaration of Independence <ol style="list-style-type: none"> <li>1. Origins</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how the colonists attempted to establish new forms of self-government</b></li> <li>• <b>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continental Congress</li> <li>• republic</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• John Jay</li> <li>• Thomas Jefferson</li> <li>• Benjamin Franklin</li> <li>• John Adams</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
2. Content 3. Impact 4. Ideals embodied E. Independence creates problems for New Yorkers 1. Organizing new State government 2. Economic problems 3. Political factions 4. Slavery 5. Recruiting soldiers for the war	<ul style="list-style-type: none"> <li>• <b>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</b></li>   <li>• <b>To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents</b></li> </ul>	



## V Economic, Political, and Social Changes Brought About by the American Revolution

### Focus Questions

- How did the Revolution change peoples' lives?
- How have these political, economic, and social changes been interpreted by different analysts?
- Was the American Revolution a "revolution" for all of the participants? Why or why not?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<b>Content Outline:</b> <ul style="list-style-type: none"> <li>• On the national level               <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 issue because slaves did not receive their independence</li> <li>3. American economy was plagued by inflation and hurt by isolation from world markets</li> <li>4. Allocation of resources</li> <li>5. Foreign aid: funds and volunteers</li> <li>6. Role of women, blacks, and Native American Indians</li> <li>7. Haphazard occurrences of events: the human factor</li> <li>8. Clash between colonial authority</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation</b></li> <li>• <b>Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs</b></li> <li>• <b>Present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions</b></li> </ul>	<ul style="list-style-type: none"> <li>• blockade</li> <li>• traitor</li> <li>• Calvary</li> <li>• ratify</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• George Washington</li> <li>• Benedict Arnold</li> <li>• Marquis de Lafayette</li> <li>• Bernardo de Galves</li> <li>• John Paul Jones</li> <li>• George Rogers Clark</li> <li>• Fredrich von Steuben</li> <li>• Casimir Pulanski</li> <li>• Thaddeus Kosciusko</li> <li>• Ethan Allen</li> <li>• Nathan Hale</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>and Second Continental Congress</p> <ul style="list-style-type: none"> <li>• In New York State               <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> <li>3. A republican ideology developed which emphasized shared power and citizenship participation</li> </ol> </li> <li>• In the Western Hemisphere               <ol style="list-style-type: none"> <li>1. Britain did not accept the notion of American dominance of the hemisphere</li> <li>2. The remaining British colonies in Canada strengthened their ties to Great Britain</li> <li>3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate an understanding of how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</b></li> <li>• <b>Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• Francis Marion</li> </ul>

### Unit 4: Experiments in Government

#### Essential Question

- *Did the United States Constitution create a democratic government?*

#### I The Articles of Confederation and the Critical Period

#### Focus Questions

- What is a government?
- How did the first United States government operate?

	Procedural Knowledge <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<b>Content Outline:</b>  A. Need for a formal plan of union <ol style="list-style-type: none"> <li>1. Historical precedent: the Albany Plan of Union</li> <li>2. Development of state constitutions</li> <li>3. Inadequacy of Continental Congress as a national government</li> </ol> B. Development of a formal plan of government	<ul style="list-style-type: none"> <li>• <b>To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation</b></li> <li>• To consider the nature and evolution of constitutional democracies</li> </ul>	<ul style="list-style-type: none"> <li>• Confederacy</li> <li>• constitution</li> <li>• legislation</li> <li>• currency</li> <li>• limited government</li> <li>• representation</li> <li>• ordinance</li> <li>• neutrality</li> </ul> <b>People</b> <ul style="list-style-type: none"> <li>• Daniel Shay</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>1. Draft and debate in Congress, 1776-1777</li> <li>2. Ratification by the states, 1778-1781; period of operation, 1781-1789</li> <li>C. The structure of government under the Articles of Confederation               <ul style="list-style-type: none"> <li>1. Congress was the only branch of government</li> <li>2. Each state had equal representation</li> <li>3. Congress's power under the Articles included:                   <ul style="list-style-type: none"> <li>a. Making war and peace</li> <li>b. Conducting foreign and Native American Indian affairs</li> <li>c. The settlement of disputes between and among states</li> <li>d. Issuance of currency and borrowing</li> </ul> </li> </ul> </li> <li>D. The Articles suffered from many weaknesses               <ul style="list-style-type: none"> <li>1. Indirect representation</li> <li>2. No coercive power; decisions more advisory than binding: e.g.,</li> </ul> </li> </ul>		

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
Shay's Rebellion 3. Lack of national executive and judicial functions 4. Lack of taxing power 5. Difficulty in passing legislation E. The Articles did have several achievements and contributions 1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787 2. Developed the privileges and immunities of citizenship 3. Developed the concept of limited government		

## II New York State Constitution of 1777

### Focus Questions

- How did the New York State Constitution reflect the principles embodied in the Declaration of Independence?
- How are the New York State Constitution and the United States Constitution alike? How are they different?
- The Declaration of Independence ended the legality of colonial government. Students should understand that all states developed new institutions and laws and that several, such as New York, influenced the writing of the United States Constitution

	Procedural Knowledge <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<b>Content Outline:</b>  A. Adopted by convention without submission to popular vote <ol style="list-style-type: none"> <li>1. Included Declaration of Independence</li> <li>2. Influence of leaders such as John Jay</li> </ol> B. Chronology of the document <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> C. Form of early State government <ol style="list-style-type: none"> <li>1. Similar to colonial government</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognize the earliest formal structure of the New York State government, as expressed in the first New York State Constitution</b></li> <li>2. <b>Compare and contrast the development and evolution of the United States and New York State constitutions</b></li> <li>3. <b>Explain how the United States and New York State constitutions support majority rule but also protect the rights of the minority</b></li> </ol>	<ul style="list-style-type: none"> <li>• minority</li> <li>• state courts</li> <li>• debate</li> <li>• majority</li> <li>• assembly</li> <li>• senate</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• John Jay</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <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> </ul> <p>D. Effectiveness</p> <ul 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> </ul>		

### III Writing, Structure, and Adoption of United States Constitution

#### Focus Questions

- Why was a new constitution necessary?
- How does the Constitution embody the principles of the Declaration of Independence?
- How do federalism and separation of powers promote those principles in the Constitution

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  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> B. Constitutional Convention: setting and composition C. Major issues <ol style="list-style-type: none"> <li>1. Limits of power: national versus state</li> </ol>	<ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• citizenship</li> <li>• federalism</li> <li>• convention</li> <li>• Great Compromise</li> <li>• implied powers</li> <li>• shared powers</li> <li>• terms of office</li> <li>• ratify</li> <li>• judicial branch</li> <li>• checks and balances</li> <li>• popular sovereignty</li> <li>• Individual rights</li> <li>• elastic clause</li> <li>• amendment</li> <li>• political parties</li> <li>• cabinet</li> <li>• override</li> </ul>



	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals D. The need for compromise 1. The issue of a "federal" or a "national" government 2. The Great Compromise on representation 3. The three-fifths compromise on slavery 4. The commerce compromises E. The underlying legal and political principles of the Constitution 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights F. The Constitution and the functioning of the federal government 1. The Preamble states the purpose of the document 2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III) 3. The relation of states to the	<b>over time</b>  <ul style="list-style-type: none"> <li>• <b>To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution</b></li>  <li>• To compare and contrast the development and evolution of the constitutions of the United States and New York State</li>  <li>• <b>To define federalism and describe the powers granted to the national and state governments by the United States Constitution</b></li> </ul>	<ul style="list-style-type: none"> <li>• federalists</li> <li>• anti-federalists</li> <li>• debate</li> <li>• delegated powers</li> <li>• reserved powers</li> <li>• 3/5 Compromise</li> <li>• compromise</li> <li>• separation of powers</li> <li>• legislative branch</li> <li>• executive branch</li> <li>• veto</li> <li>• pardon</li> <li>• impeach</li> <li>• electoral college</li> <li>• lobby</li> <li>• filibuster</li> <li>• preside</li> <li>• census</li> <li>• bill of rights</li> <li>• due process</li> <li>• committee</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• James Madison</li> <li>• Alexander Hamilton</li> <li>• George Clinton</li> <li>• George Washington</li> <li>• John Jay</li> <li>• Benjamin Franklin</li> <li>• William Patterson</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>federal union (Article IV)</p> <p>4. Assuming the responsibility for a federal system (Article VI)</p> <p>G. The Constitution as a living document</p> <p>1. The elastic clause and delegated power facilitate action</p> <p>2. Amendment procedure as a mechanism for change (Article V)</p> <p>3. The Bill of Rights</p> <p>4. Supreme Court decision (e.g., <i>Tinker v. Des Moines School District</i>, 1969)</p> <p>H. The evolution of an "unwritten constitution"</p> <p>1. Political parties</p> <p>2. The President's cabinet</p> <p>3. President's relation to Congress</p> <p>4. Committee system in Congress</p> <p>5. Traditional limitations on Presidential term</p> <p>I. The ratification process</p> <p>1. The debates in the states, especially New York State</p> <p>2. The Federalist Papers</p> <p>3. Poughkeepsie Convention</p> <p>a. Federalists--Hamilton</p> <p>b. Anti-Federalists--Clinton</p> <p>4. Formal ratification of the Constitution and launching of the new government</p>		<ul style="list-style-type: none"> <li>• Edmund Randolph</li> <li>• Roger Sherman</li> <li>• John Locke</li> <li>• Baron de Montesquieu</li> </ul>

	<b>Procedural Knowledge</b> <b><i>STUDENTS ARE ABLE TO</i></b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</b>	<b>Key Vocabulary</b>
5. The personal leadership of people like Washington, Franklin, Hamilton, Madison		

## Unit 5: Life in the New Nation

### Essential Questions

- *Did the first presidential decisions strengthen and unify the United States?*
- *John Sullivan said, "Our manifest destiny is to possess the whole of the continent". Do you agree or disagree with this quote?*

### I New Government in Operation

### Focus Questions

- What political, economic, and social issues did the new nation confront under the Constitution?
- How did perspectives differ on the new nation's viability under the Constitution?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Washington as President: precedents 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> <li>4. Political parties</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how the new nation established itself and began to operate</b></li> <li>• To understand how political parties emerged in response to concerns at the local, State, and national levels</li> </ul>	<ul style="list-style-type: none"> <li>• precedent</li> <li>• tariff</li> <li>• nullify</li> <li>• impressment</li> <li>• sedition</li> <li>• embargo</li> <li>• concession</li> <li>• expedition</li> <li>• judicial review</li> <li>• popular vote</li> <li>• national debt</li> <li>• alien</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
5. Election of 1800 6. Judicial review: <i>Marbury v. Madison</i> (1803) C. Expanding the nation's boundaries <ol 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> </ol> D. Challenges to stability <ol 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> </ol> E. The Era of Good Feelings <ol 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., <i>Gibbons v. Ogden</i> (1824)</li> <li>5. Extension of slavery by the</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice</b></li> <li>• To understand the relationship between and the relative importance of United States domestic and foreign policies over time</li> <li>• To analyze the role played by the United States in international politics, past and present</li> <li>• To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</li> </ul>	<ul style="list-style-type: none"> <li>• neutrality</li> <li>• sphere of influence</li> <li>• tribute</li> <li>• canal</li> <li>• Monroe Doctrine</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Alexander Hamilton</li> <li>• Thomas Jefferson</li> <li>• George Washington</li> <li>• John Marshall</li> <li>• John Jay</li> <li>• Napoleon Bonaparte</li> <li>• Meriwether Lewis</li> <li>• William Clark</li> <li>• Sacajawea</li> <li>• Henry Clay</li> <li>• Francis Scott Key</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
Missouri Compromise 6. Threats to Latin America: the Monroe Doctrine 7. Disputed election of 1824	<ul style="list-style-type: none"> <li>• To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems</li>   <li>• To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States</li> </ul>	

## II The Age of Jackson

### Focus Questions

- What was Jacksonian democracy?
- How did Jackson's policies affect the political, economic, and social life of the nation?
- How was Jackson viewed by different groups of people?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<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> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how an American consciousness began to develop during Jackson's administration</b></li> <li>• To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations</li> </ul>	<ul style="list-style-type: none"> <li>• nullification</li> <li>• Indian Removal Act (1830)</li> <li>• annex</li> <li>• state's rights</li> <li>• panic</li> <li>• depression</li> <li>• spoils system</li> <li>• Kitchen Cabinet</li> <li>• speculation</li> <li>• Trail of Tears</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Andrew Jackson</li> <li>• Henry Clay</li> <li>• John Tyler</li> <li>• John C. Calhoun</li> <li>• Martin Van Buren</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
3. Native American Indian territory C. Intensifying sectional differences <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>	<ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• 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> </ul>	<ul style="list-style-type: none"> <li>• Daniel Webster</li> </ul>



	<b>Procedural Knowledge</b> <b><i>STUDENTS ARE ABLE TO</i></b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
	<ul style="list-style-type: none"> <li>• <b>To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</b></li> </ul>	

### III Preindustrial Age: 1790 – 1860s

#### Focus Questions

- How did social and economic life change as the United States began to move from an agrarian to an industrial society?
- How did geographic factors contribute to this change?
- How do statistics support historians as they research an era?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Portrait of the United States, 1800 <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> B. Patterns of community organization, work, and family life in agrarian America C. Technological changes altered the way people dealt with one another <ol style="list-style-type: none"> <li>1. Improved transportation made travel and communication easier</li> <li>2. Greater ties between communities</li> </ol>	<ul style="list-style-type: none"> <li>• To understand the way of life of an agrarian society</li>   <li>• To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy</li> </ul>	<ul style="list-style-type: none"> <li>• agrarian</li> <li>• urban</li> <li>• capitalist</li> <li>• factory system</li> <li>• interchangeable parts</li> <li>• canal</li> <li>• suffrage</li> <li>• Hudson River School</li> <li>• abolition</li> <li>• temperance</li> <li>• discrimination</li> <li>• nativist</li> <li>• immigrant</li> <li>• famine</li> <li>• extended family</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<p>were possible</p> <ol style="list-style-type: none"> <li>3. The Erie Canal and its impact               <ol style="list-style-type: none"> <li>A. Reasons for building the Erie Canal</li> <li>B. Technology involved in its construction</li> <li>C. Types and sources of labor: ethnic and racial labor force</li> <li>D. Results of building the Erie Canal</li> </ol> </li> <li>D. The impact of early industrialization and technological changes on work and workers, the family, and the community               <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> </li> <li>E. Family roles changed, affecting society in general               <ol style="list-style-type: none"> <li>1. Changing role of women</li> <li>2. Childhood became a more distinct stage of life</li> <li>3. Roles of private agencies</li> </ol> </li> <li>F. Slavery and abolition               <ol style="list-style-type: none"> <li>1. Review the institution of slavery</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>To describe historic events through the eyes and experiences of those who were there</b></li>   <li>• <b>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</b></li>   <li>• <b>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems</b></li> </ul>	

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
2. The meaning and morality of slavery 3. Abolition movement <ul style="list-style-type: none"> <li>A. Leadership (Harriet Tubman, Garrison, and others)</li> <li>B. Activities (e.g., freedom trail and the underground railroad)</li> </ul> 4. Abolition in New York State 5. Canada's role 6. Effects of abolition G. Social changes <ul style="list-style-type: none"> <li>1. Religious revival</li> <li>2. Women's rights</li> <li>3. Mental hospital and prison reform</li> <li>4. Education</li> <li>5. Temperance</li> </ul> H. An American culture begins to emerge <ul style="list-style-type: none"> <li>1. Literature</li> <li>2. Art</li> </ul> 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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li>   <li>• To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</li>   <li>• <b>To describe the relationships between people and environments and the connections between people and places</b></li> </ul>	

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>B. Environmental impacts due to development of natural resources and industry-- human modification of the physical environment</p> <p>C. The diversity of people within the larger communities and regions</p> <p>D. The ability of the political system within communities to deal with deviance</p> <p>E. The Preindustrial Age took place at different times in different places</p> <p>2. The North</p> <p>A. Industrial base</p> <p>B. Increasing population</p> <p>C. Urban centered--"causes and consequences of urbanization"</p> <p>3. The South</p> <p>A. Agricultural base (cotton)</p> <p>B. Impact of Industrial Revolution on agriculture</p> <p>C. Increasing slave population</p>	<ul style="list-style-type: none"> <li>• <b>To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems</b></li> </ul>	

**Unit 6**  
**I Underlying Causes of the Civil War**

**Essential Questions**

- *Should the North and the South reconcile their unstable union or become separate countries?*
- *The African petition to South Carolina simply asked, "that the same laws which govern white men shall govern black men?" Was this statement true at the end of Reconstruction?*

**Focus Questions**

- What political, social, and economic factors caused the Civil War?
- What were the conflicting perspectives on slavery?
- What kind of nation did the founding fathers create?
- What is to be done with the institution of slavery?
- Must sectionalism ultimately lead to disunion?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<p><b>Content Outline:</b></p> <p>A. Territorial expansion and slavery</p> <ol style="list-style-type: none"> <li>1. The secession of Texas, 1836</li> <li>2. The Mexican War, 1846-1848</li> <li>3. Oregon Territory</li> <li>4. The westward movement and its</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand the series of events and resulting conditions that led to the American Civil War</b></li> <li>• <b>To understand how different</b></li> </ul>	<ul style="list-style-type: none"> <li>• annex</li> <li>• manifest destiny</li> <li>• sectionalism</li> <li>• arsenal</li> <li>• abolitionist</li> <li>• Underground Railroad</li> <li>• popular sovereignty</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>effects on the physical, social, and cultural environments</p> <p>B. The emotional impact of slavery</p> <ol style="list-style-type: none"> <li>1. <u>Uncle Tom's Cabin</u></li> <li>2. John Brown's raid on Harper's Ferry</li> <li>3. Fugitive slave laws</li> </ol> <p>C. Failure of political compromise</p> <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. <u>Dred Scott v. Sanford</u> (1857)</li> <li>5. Lincoln-Douglas debate, 1858</li> <li>6. Election of 1860</li> <li>7. Firing on Fort Sumter, 1861</li> </ol>	<p><b>experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</b></p> <ul style="list-style-type: none"> <li>• <b>To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s</b></li> </ul>	<ul style="list-style-type: none"> <li>• secede</li> <li>• secession</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Santa Anna</li> <li>• Sam Houston</li> <li>• James Polk</li> <li>• Zachary Taylor</li> <li>• Winfield Scott</li> <li>• Frederick Douglas</li> <li>• Harriet Beecher Stowe</li> <li>• Nat Turner</li> <li>• Henry Clay</li> <li>• John Brown</li> <li>• William Lloyd Garrison</li> <li>• Harriet Tubman</li> </ul>

## II Civil War Breaks Out

### Focus Questions

- What was the course of the Civil War?
- What were its political, social, and economic ramifications?

	<b>Procedural Knowledge</b> <b><i>STUDENTS ARE ABLE TO</i></b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. The Presidency of Lincoln <ol style="list-style-type: none"> <li>1. Personal leadership</li> <li>2. Opposition</li> <li>3. Emancipation Proclamation</li> </ol> B. Advantages and disadvantages of each side <ol style="list-style-type: none"> <li>1. Advantages               <ol style="list-style-type: none"> <li>a. South                   <ol style="list-style-type: none"> <li>i. Military leadership</li> <li>ii. Commitment of people to preserve their way of life</li> </ol> </li> <li>b. North                   <ol style="list-style-type: none"> <li>i. Effective navy</li> <li>ii. Larger army</li> <li>iii. Manufacturing</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand the development and progress of the Civil War</b></li> <li>• <b>To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant</b></li> <li>• To map information about people, places, and environments</li> </ul>	<ul style="list-style-type: none"> <li>• border states</li> <li>• blockade</li> <li>• Confederacy</li> <li>• Union</li> <li>• Emancipation Proclamation</li> <li>• ironclads</li> <li>• Habeas Corpus</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Jefferson Davis</li> <li>• George McClellan</li> <li>• William T. Sherman</li> <li>• Thomas "Stonewall" Jackson</li> <li>• Dorothea Dix</li> <li>• Abraham Lincoln</li> <li>• Robert E. Lee</li> </ul>



	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>iv. Agricultural production</li> <li>v. Transportation system</li> <li>2. Disadvantages               <ul style="list-style-type: none"> <li>a. South                   <ul style="list-style-type: none"> <li>i. Lacked manufacturing</li> <li>ii. Lacked a navy</li> <li>iii. Not prepared for war</li> </ul> </li> <li>b. North                   <ul style="list-style-type: none"> <li>i. Lacked quality military leadership</li> <li>ii. Not prepared for war</li> </ul> </li> <li>c. The military and political dimensions of the war</li> </ul> </li> <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 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 an element of foreign</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To describe the relationships between people and environments and the connections between people and places</li> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• Clara Barton</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>policy</p> <ul style="list-style-type: none"> <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

#### Focus Questions

- What were the political, social, and economic effects of the Civil War?
- What happened to the South after the Civil War?
- What were the long-term economic, political, and social implications of Reconstruction?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Preservation of the Union B. Abolition of slavery <ol style="list-style-type: none"> <li>1. The Emancipation Proclamation</li> <li>2. Civil Rights and the 13th Amendment</li> </ol> C. Political power and decision making <ol style="list-style-type: none"> <li>1. Secession</li> <li>2. States' rights</li> </ol> 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</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how the Civil War affected the development of the postwar United States and influenced other countries</b></li> <li>• <b>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</b></li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• annex</li> <li>• manifest destiny</li> <li>• sectionalism</li> <li>• arsenal</li> <li>• abolitionist</li> <li>• Underground Railroad</li> <li>• popular sovereignty</li> <li>• secede</li> <li>• secession</li> </ul> <b>People</b> <ul style="list-style-type: none"> <li>• Santa Anna</li> <li>• Sam Houston</li> <li>• James Polk</li> <li>• Zachary Taylor</li> <li>• Winfield Scott</li> <li>• Frederick Douglas</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>Indians</p> <p>5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery</p> <p>6. The official end of Reconstruction in 1877</p> <p>7. Segregation held legal: <i>Plessy v. Ferguson</i> (1896)</p> <p>E. The enormous human suffering and loss of life caused by the war</p>	<ul style="list-style-type: none"> <li>• <b>To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</b></li>   <li>• <b>To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality</b></li>   <li>• <b>To analyze the role played by the United States in international politics, past and present</b></li> </ul>	<ul style="list-style-type: none"> <li>• Harriet Beecher Stowe</li> <li>• Nat Turner</li> <li>• Henry Clay</li> <li>• John Brown</li> <li>• William Lloyd Garrison</li> <li>• Harriet Tubman</li> </ul>

**Unit 7**  
**I The Maturing of an Industrial Society in the Second Half of the 19<sup>th</sup> Century**

**Essential Question**

- *Did changes in technology and the economy after 1850 produce a positive impact on society?*

**Focus Questions**

- What are the causes and effects of scarcity?
- How did the United States respond to the three basic economic questions in the late 1800s?
  - 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?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Problems and progress in American politics: Framework for a changing United States <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.,</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services</b></li> </ul>	<ul style="list-style-type: none"> <li>• scarcity</li> <li>• supply and demand</li> <li>• markets</li> <li>• resources</li> <li>• economic growth</li> <li>• third party</li> <li>• machine politics</li> <li>• spoils system</li> <li>• corruption</li> <li>• laissez-faire</li> <li>• corporation</li> <li>• free-enterprise</li> <li>• Homestead Act</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>civil service</p> <p>3. National politics were dominated by the Democratic and Republican parties, but third parties occasionally arose to meet special interests</p> <p>4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall</p> <p>5. Prevailing attitude of noninterference ("laissez-faire") as the appropriate role for government, with some regulations to meet excesses</p> <p>B. The United States developed as an industrial power</p> <p>1. Changes in the methods of production and distribution of manufactured goods</p> <p>a. Transportation developments and their effects on economic developments, 1865-1900</p> <p>b. Communication developments, 1865-1900</p> <p>c. Industrial technology, 1865-1900</p>	<ul style="list-style-type: none"> <li>• <b>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</b></li>   <li>• <b>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth</b></li>   <li>• <b>To understand how scarcity requires people and nations to make choices that involve costs and future considerations</b></li>   <li>• <b>To understand how people in</b></li> </ul>	<ul style="list-style-type: none"> <li>• business organization</li> <li>• trust</li> <li>• Social Darwinism</li> <li>• union</li> <li>• strike</li> <li>• sweatshop</li> <li>• collective bargaining</li> <li>• monopoly</li> <li>• capitalist</li> <li>• populism</li> <li>• transcontinental railroad</li> <li>• Dawes Act 1887</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Boss Tweed</li> <li>• Cornelius Vanderbilt</li> <li>• John D. Rockefeller</li> <li>• Henry Ford</li> <li>• Andrew Carnegie</li> <li>• J.P. Morgan</li> <li>• Samuel Gompers</li> <li>• Eugene V. Debs</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <small>POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT</small>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>d. Rise of banking and financial institutions</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> <li>C. Growth of the corporation as a form of business organization: Case studies--oil, railroads, steel               <ul 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> </ul> </li> <li>D. Government response to industrial development and abuses               <ul 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> </ul> </li> </ul>	<p><b>the United States and throughout the world are both producers and consumers of goods and services</b></p>	

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<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 the 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 advanced</li> <li>5. Adaptation of, rather than to, the environment--human modifications of the physical environment</li> <li>6. Perceptions of time became more formal, e.g., railroad schedules</li> <li>7. Political machines influenced daily</li> </ol>		



	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>life</p> <p>G. The response of labor to industrialization</p> <ol style="list-style-type: none"> <li>1. Industrialization created a larger workforce and more complex work</li> <li>2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled changed</li> <li>3. Early attempts to unionize the workforce met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World</li> <li>4. Roots of modern labor unionism, e.g., the American Federation of Labor</li> <li>5. Labor as a reform movement in other aspects of society</li> </ol> <p>H. The response of the farmer to industrialization</p> <ol style="list-style-type: none"> <li>1. Expanding agricultural production and railroads</li> <li>2. Cheap money and high railroad rates</li> <li>3. The Grange and state reforms</li> </ol>		

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
4. The Populist movement 5. The closing of the frontier-- limitations of physical environment		

## II Changes in the Social Structure Altered the American Scene

### Focus Questions

- Is there an American culture?
- How is cultural diversity both a benefit and a problem?
- How did massive immigration lead to new social patterns and conflicts?
- Why do some people view the same event differently?
- Why was the United States a magnet to so many people?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. The immigration experience <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 varied</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how industrialization altered the traditional social pattern of American society and created a need for reform</b></li> <li>• <b>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</b></li> </ul>	<ul style="list-style-type: none"> <li>• old immigrant</li> <li>• new immigrant</li> <li>• nuclear family</li> <li>• humanitarian agency</li> <li>• push factor</li> <li>• pull factor</li> <li>• Chinese Exclusion Act 1883</li> <li>• ethnic neighborhood</li> <li>• standard of living</li> <li>• assimilation</li> <li>• tenement</li> <li>• settlement house</li> <li>• leisure time</li> </ul> <p><b>People</b></p>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<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. Immigration patterns and experiences throughout New York State</li> <li>8. Irish immigration: Mass starvation in Ireland, 1845-1850</li> <li>9. Immigrants in the local community</li> </ol> <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</li> </ol>	<ul style="list-style-type: none"> <li>• To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations</li> <li>• <b>To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</b></li> <li>• <b>To describe historic events through the eyes and experiences of those who were there</b></li> </ul>	<ul style="list-style-type: none"> <li>• Jane Addams</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>parent</p> <p>3. Citizenship through naturalization</p> <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>E. 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>	<ul style="list-style-type: none"> <li>• To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li> </ul>	

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>F. America developed as a consumer society</p> <ol style="list-style-type: none"> <li>1. Improved standard of living increased consumption</li> <li>2. Greater variety of goods available</li> <li>3. Continually rising expectations</li> </ol> <p>G. Leisure activities reflected the prevailing attitudes and views of the time</p> <ol style="list-style-type: none"> <li>1. Greater variety of leisure activities became available as less time was spent on work</li> <li>2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts</li> </ol>		

### III The Progressive Movement, 1900 -1920: Efforts to Reform the New Society

#### Focus Questions

- What specific social, economic, and political problems needed reform in the late-19th century?
- How can an individual help to bring about change in society?
- What is the amendment process?
- How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent?

	Procedural Knowledge <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<b>Content Outline:</b>  A. Social ills <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> B. Efforts to reform government and politics <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.,</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions</b></li> <li>• <b>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</b></li> </ul>	<ul style="list-style-type: none"> <li>• muckrakers</li> <li>• corruption</li> <li>• discrimination</li> <li>• prohibition/temperance</li> <li>• primary election</li> <li>• initiative</li> <li>• referendum</li> <li>• suffrage</li> <li>• minimum wage</li> <li>• worker's compensation insurance</li> <li>• income tax</li> <li>• federal reserve</li> <li>• recall election</li> </ul> <p>People</p>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN BOLD</b> <b>PRINT</b>	<b>Key Vocabulary</b>
<p>LaFollette, Theodore Roosevelt, Taft, Debs</p> <ol style="list-style-type: none"> <li>3. The Socialist Party challenges the political establishment</li> <li>4. Direct election of Senators--the 17th Amendment</li> <li>5. Women's suffrage--the 19th 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 trusts</li> <li>3. Government regulation of the railroads</li> <li>4. The Federal Reserve Act</li> <li>5. Graduated income tax--the 16th Amendment</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</b></li>   <li>• <b>To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</b></li>   <li>• <b>To describe historic events through the eyes and experiences of those who were there</b></li> </ul>	<ul style="list-style-type: none"> <li>• Upton Sinclair</li> <li>• W.E.B. DuBois</li> <li>• Booker T. Washington</li> <li>• George Washington Carver</li> <li>• Theodore Roosevelt</li> <li>• William J. Bryan</li> <li>• Williams H. Taft</li> <li>• Woodrow Wilson</li> <li>• Carrie Chapman Catt</li> <li>• Elizabeth Cady Stanton</li> <li>• Susan B. Anthony</li> <li>• Robert La Follette</li> </ul>



**Unit 8: The United States as an Independent Nation in an Increasingly Interdependent World**

**Essential Question**

- *Should the United States be praised or condemned for its foreign policy action between 1870-1918?*

**I The United States Expands its Territories and Builds an Overseas Empire**

**Focus Questions**

- What were the causes and effects United States involvement in foreign affairs at the turn of the 20th century?
- What were the domestic and foreign issues of this time period?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Growth of imperialist sentiment was caused by several factors <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> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand how and why the United States grew during the 19th century</b></li> <li>• <b>To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ethnocentrism</li> <li>• racism</li> <li>• isolation</li> <li>• imperialism</li> <li>• sphere of influence</li> <li>• expansionist</li> <li>• yellow journalism</li> <li>• big stick policy</li> <li>• dollar diplomacy</li> <li>• open door policy</li> <li>• protectorate</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>3. American citizens were already migrating into new lands in North America--the effects of human migration on the characteristics of different places</p> <p>4. Increased foreign trade led to a growing interest in gaining control over some foreign markets</p> <p>5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States</p> <p>6. Developing technology in transportation and communication contributed to American expansion potential--the importance of location and certain physical features</p> <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 sentiment, Cuba's location, Spanish tactics</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To describe the reasons for periodizing history in different ways</b></li>   <li>• To understand the relative importance of United States domestic and foreign policies over time</li>   <li>• <b>To analyze the role played by the United States in international politics, past and present</b></li>   <li>• <b>To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts</b></li> </ul>	<p>People</p> <ul style="list-style-type: none"> <li>• William McKinley</li> <li>• Theodore Roosevelt</li> <li>• Matthew Perry</li> <li>• George Dewey</li> <li>• Joseph Pulitzer</li> <li>• Alfred Mahan</li> <li>• John J. Pershing</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>3. Newspapers shaped public opinion over the Maine incident-- "yellow journalism"</li> <li>4. Conduct of the war created domestic and international problems</li> <li>5. Opposition to American imperialist movement</li> <li>C. Victory in the Spanish-American War created a need for a new foreign policy               <ul style="list-style-type: none"> <li>1. Acquisition of land far from America's shores--importance of resources and markets</li> <li>2. Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining control of other strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy</li> <li>3. Actions created conflict with Filipinos and Japanese</li> </ul> </li> <li>D. United States policies in Latin America               <ul style="list-style-type: none"> <li>1. The United States attempted to control a number of locations in Latin America for economic and</li> </ul> </li> </ul>		

	<b>Procedural Knowledge</b> <b><i>STUDENTS ARE ABLE TO</i></b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
political reasons 2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine: Panama Canal 3. Armed intervention in Latin America		

## II The United States Begins to Take a Role in Global Politics

### Focus Questions

- What are the costs and benefits of neutrality and foreign intervention?
- How did the role of the United States in foreign affairs change at the turn of the century?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<p>Content Outline:</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., location, 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>	<ul style="list-style-type: none"> <li>• <b>To understand how American relations with other nations developed between the end of the Civil War and the end of World War I</b></li> <li>• To describe the reasons for periodizing history in different ways</li> <li>• <b>To understand the relative importance of United States domestic and foreign policies over time</b></li> </ul>	<ul style="list-style-type: none"> <li>• Imperialism</li> <li>• nationalism</li> <li>• militarism</li> <li>• isolationism</li> <li>• propaganda</li> <li>• doughboys</li> <li>• reparations</li> <li>• Foreign Policy</li> <li>• Treaty of Versailles</li> <li>• mobilize</li> <li>• stalemate</li> <li>• trench warfare</li> <li>• neutrality</li> <li>• armistice</li> <li>• communism</li> <li>• self-determination</li> <li>• 14 points</li> <li>• League of Nations</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<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>D. Events led to United States involvement in World War I</p> <ol style="list-style-type: none"> <li>1. The American people were divided in ways that made involvement difficult</li> <li>2. Fear that United States involvement would increase intolerance at home</li> <li>3. Initial attempts to follow traditional policy of neutrality failed</li> <li>4. Unwillingness of warring nations to accept President Wilson as a mediator</li> <li>5. England was a major United States trade partner</li> <li>6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans</li> <li>7. While both sides attempted to restrict United States trade with their opponent, Germany did so by</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To analyze the role played by the United States in international politics, past and present</b></li>   <li>• To describe the relationships between people and environments and the connections between people and places</li> </ul>	<p><b>People</b></p> <ul style="list-style-type: none"> <li>• Woodrow Wilson</li> <li>• John Pershing</li> <li>• Kaiser Wilhelm II</li> <li>• Vladimir Lenin</li> <li>• Czar Nicholas</li> <li>• Franz Ferdinand</li> <li>• Henry Cabot Lodge</li> <li>• Bolshevik</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>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>E. 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 was supported by the majority of Americans</p> <p>3. The war effort created changes on the home front, e.g., economic controls, the role of women in the workforce, black migrations to the North, and attempts to organize labor to improve conditions</p> <p>4. 4. 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</p>		

	<b>Procedural Knowledge</b> <b><i>STUDENTS ARE ABLE TO</i></b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
of Nations 3. The Versailles Treaty G. The Bolshevik Revolution 1. Effect of World War I 2. Civil war in Russia 3. Western intervention 4. Threat of international communism		



### Unit 9: The United States Between Wars

#### Essential Questions:

- *Were the 1920's really "roaring"?*
- *Did the expansion of the national government in the 1930's benefit U.S. society?*

#### I The Roaring 20's Reflected the Spirit of the Post-War Period

#### Focus Questions

- What are the causes and effects of scarcity?
- How did the United States respond to the three basic economic questions in the late 1800s?
  - 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?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline</b>  A. Prohibition and the 18th Amendment <ol style="list-style-type: none"> <li>1. End of reform era</li> <li>2. The rise of organized crime</li> <li>3. Economic, social, political effects</li> </ol> B. The Republican decade <ol style="list-style-type: none"> <li>1. Political developments               <ol style="list-style-type: none"> <li>A. Back to "normalcy"; the election of 1920</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand the economic, social, and political development of America in the period between World War I and World War II</b></li> </ul>	<ul style="list-style-type: none"> <li>• laissez-faire</li> <li>• prosperity</li> <li>• prohibition</li> <li>• boom</li> <li>• unemployment</li> <li>• bootleggers</li> <li>• speakeasies</li> <li>• flappers</li> <li>• quota</li> <li>• installment buying</li> <li>• disarmament</li> <li>• discrimination</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>B. Scandals            C. Coolidge: austerity and integrity            D. Government and business: laissez-faire and protection            E. Election of 1928</p> <p>C. Relative isolation of the United States in world political affairs</p> <ol style="list-style-type: none"> <li>1. General policy of noninvolvement in European affairs; the League of Nations controversy</li> <li>2. Limited participation in international activities               <ol style="list-style-type: none"> <li>A. World Court</li> <li>B. Naval disarmament 1924</li> <li>C. Efforts for peace; Kellogg-Briand Pact, 1928</li> <li>D. Postwar reparation talks</li> <li>E. Relief efforts in Europe</li> </ol> </li> <li>3. Expansion of international trade and tariffs</li> <li>4. Restrictions on immigration, e.g., Quota Act, 1924</li> </ol> <p>D. Arising standard of living resulted in the growth of a consumer economy and the rise of the middle class</p> <ol style="list-style-type: none"> <li>1. Increase in single-family homes;</li> </ol>	<ul style="list-style-type: none"> <li>• To understand the relative importance of United States domestic and foreign policies over time</li>   <li>• <b>To analyze the role played by the United States in international politics, past and present</b></li>   <li>• <b>To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</b></li> </ul>	<ul style="list-style-type: none"> <li>• neutrality</li>   <li><b>People</b></li>   <li>• Calvin Coolidge</li> <li>• Henry Ford</li> <li>• Babe Ruth</li> <li>• Amelia Earhart</li> <li>• Rudolph Valentino</li> <li>• Charles Lindbergh</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<p>move to nuclear families</p> <ol style="list-style-type: none"> <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</p>	<ul style="list-style-type: none"> <li>• <b>To understand how people in the United States and throughout the world are both producers and consumers of goods and services</b></li> </ul>	

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>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> <p>I. The stock market crash marked the beginning of the worst economic time the country has ever known</p>		

	<b>Procedural Knowledge</b> <b><i>STUDENTS ARE ABLE TO</i></b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<ol style="list-style-type: none"><li>1. National prosperity had been structured on the investments of the wealthy</li><li>2. There were problems with the economic structure</li><li>3. People lost faith in the system</li><li>4. The government was unwilling or unable to correct the downturn</li><li>5. The economic depression that followed was the worst in our history</li></ol>		

## II The Great Depression

### Focus Questions

- Why did the crash of the market affect those who did not own stock?
- How did the concept of checks and balances relate to the New Deal?
- How was New York a model for federal programs?
- What parts of the New Deal legislation are still in effect today?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Contributing factors <ol style="list-style-type: none"> <li>1. Economic growth declined during the late 1920s</li> <li>2. Stock purchases were made on margin / credit</li> <li>3. Corporations and individuals became overextended</li> <li>4. The stock market crash led to a cycle of low demand and high unemployment</li> </ol> B. Responses to deepening economic woes <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</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand the economic, political, and social impacts of the Great Depression on the United States</b></li> <li>• <b>To understand the economic, political, and social changes that took place in the world during the 1930s</b></li> <li>• <b>To explain how societies and</b></li> </ul>	<ul style="list-style-type: none"> <li>• buying on margin</li> <li>• unemployment</li> <li>• credit</li> <li>• stock market</li> <li>• totalitarian</li> <li>• propaganda</li> <li>• escapism</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Herbert Hoover</li> <li>• Franklin D. Roosevelt</li> <li>• Father Coughlin</li> <li>• Huey Long</li> <li>• Francis Townsend</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>New York</p> <p>3. Election of 1932; question of confidence</p> <p>C. The New Deal</p> <p>1. Psychological boost; FDR at the fireside</p> <p>2. Relieving human suffering; providing for dignity and jobs</p> <p>3. Helping business and industry recover</p> <p>4. Adjusting the economic system to prevent recurrence</p> <p>    A. Government regulation of business and banking</p> <p>    B. Instituting Social Security</p> <p>    C. Providing a guaranteed labor voice: the Wagner Act</p> <p>5. Other voices</p> <p>    A. Court-packing scheme</p> <p>    B. Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, communism</p> <p>        A. The economics of war versus depression conditions; climbing</p>	<p><b>nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</b></p> <ul style="list-style-type: none"> <li>• To understand how scarcity requires people and nations to make choices that involve costs and future consideration</li> <li>• <b>To evaluate economic data by differentiating fact from opinion and identifying frames of reference</b></li> <li>• <b>To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</b></li> </ul>	

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p style="text-align: center;">out of depression and into war</p> <p>D. Effects on work, family, and communities</p> <ol style="list-style-type: none"> <li>1. Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages</li> <li>2. The loss of jobs fell unequally on women, blacks, and the unskilled</li> <li>3. The threat of possible job loss was a psychological strain on those who were employed</li> <li>4. Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father</li> <li>5. Charities? resources were inadequate</li> <li>6. Local communities attempted to meet the needs of their people</li> <li>7. The Dust Bowl and the Okies human modification of the physical environment</li> </ol> <p>E. The cultural environment during the Great Depression</p> <ol style="list-style-type: none"> <li>1. The times were reflected in the</li> </ol>		



	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>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> <li>F. Effects of the Great Depression on industrialized Europe               <ul style="list-style-type: none"> <li>1. Trade and loans tied Western economies together</li> <li>2. The Great Depression followed similar patterns in affected nations                   <ul 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> </ul> </li> <li>3. Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by:                   <ul style="list-style-type: none"> <li>A. One-party governments headed by a strong individual</li> </ul> </li> </ul> </li> </ul>		

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>B. Armies and police forces fostered national goals and eliminated opposition</p> <p>C. Use of propaganda in the media and schools to support national goals</p> <p>D. Art and literature were used to endorse official policies in totalitarian countries</p> <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>		

**Unit 10: The United States Assumes Worldwide Responsibilities**

**Essential Questions**

- *George Washington's policy of neutrality included "steering clear of permanent alliances." Would this policy have been successful during and after World War II?*

**I World War II**

**Focus Questions**

- How did the Versailles Treaty lead to World War II?
- How could the use of the first atomic bomb be considered a turning point in United States history?
- Why is World War II considered a "total war" affecting all aspects of American life?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<b>Content Outline</b>  A. Origins of the war <ol style="list-style-type: none"> <li>1. The Versailles Treaty</li> <li>2. The Great Depression</li> <li>3. Rise of totalitarianism; expansionism and persecution</li> <li>4. The rearming of Germany</li> <li>5. Isolationism</li> <li>6. Failure of the League of Nations</li> </ol> B. Prewar alliances	<ul style="list-style-type: none"> <li>• <b>To understand why World War II began and how it changed the lives of millions of people</b></li>   <li>• <b>To be aware of the much different world left as a legacy of World War II</b></li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• axis powers</li> <li>• allied powers</li> <li>• dictator</li> <li>• fascism</li> <li>• totalitarian state</li> <li>• appeasement</li> <li>• blitzkrieg</li> <li>• unconditional surrender</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Axis powers</li> <li>2. Allied powers</li> <li>3. Role of the United States</li> </ol> <p>C. Failure of peace</p> <ol style="list-style-type: none"> <li>1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia</li> <li>2. Appeasement; Chamberlain in Munich</li> <li>3. German attack on Poland; World War II begins</li> <li>4. United States role to 1941-- guarded isolation, aid to allies</li> </ol> <p>D. The United States in World War II</p> <ol style="list-style-type: none"> <li>1. Japanese attack on Pearl Harbor</li> <li>2. A two-front war             <ol style="list-style-type: none"> <li>A. Europe--Eisenhower</li> <li>B. Pacific--MacArthur</li> </ol> </li> </ol> <p>E. New aspects of the war</p> <ol style="list-style-type: none"> <li>1. German blitzkrieg</li> <li>2. Aerial bombing</li> <li>3. New technology and its impact on people and the physical environment</li> <li>4. Atomic bomb--the Manhattan Project</li> <li>5. The Nazi Holocaust</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</b></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>• <b>To describe historic events through the eyes and experiences of those who were there</b></li> </ul>	<ul style="list-style-type: none"> <li>• total mobilization</li> <li>• rationing</li> <li>• relocation camps</li> <li>• island hopping</li> <li>• holocaust</li> <li>• genocide</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Franklin Roosevelt</li> <li>• Winston Churchill</li> <li>• Adolf Hitler</li> <li>• Joseph Stalin</li> <li>• Benito Mussolini</li> <li>• Emperor Hirohito</li> <li>• Dwight Eisenhower</li> <li>• Douglas MacArthur</li> <li>• Erwin Rommel</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>6. Concept of unconditional surrender</p> <p>F. The home front</p> <ol style="list-style-type: none"> <li>1. Total mobilization of resources</li> <li>2. Rationing</li> <li>3. Role of women</li> <li>4. War bonds</li> <li>5. Internment to incarceration of Japanese-Americans</li> <li>6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt's Executive Order 8802</li> </ol> <p>G. End of the war</p> <ol style="list-style-type: none"> <li>1. Allied agreement--Yalta Conference</li> <li>2. Defeat of Germany</li> <li>3. Defeat of Japan</li> </ol> <p>H. Impact of the war</p> <ol style="list-style-type: none"> <li>1. Entire countries were physically and demographically devastated--effects of physical and human geographic factors</li> <li>2. Millions of families suffered the loss of loved ones</li> <li>3. The Nazi Holocaust—Hitler's "Final Solution"; worldwide horror;</li> </ol>		

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
human rights violations 4. United States response to the Holocaust: Fort Ontario; Oswego, New York 5. The Nuremberg Trials 6. Global impact; rise of nationalism in Africa and Asia 7. Advent of the United Nations 8. Advent of the nuclear age		

## II The United States as Leader of the Free World

### Focus Questions

- How and why did the leadership role of the United States differ after World War II and World War I?
- How and why did the United States help the nations of Europe after World War II?
- What was the Cold War? How was it different from previous wars?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Role of the United Nations <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 on Human Rights</li> <li>2. Actions of the United Nations to promote peace</li> </ol> B. United States and the Soviet Union emerge as world leaders <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> C. Communist expansion leads to United States policy of containment	<ul style="list-style-type: none"> <li>• <b>To understand why the United States assumed a leadership role in the post-World War II world</b></li> <li>• <b>To appreciate the historical background for the formation of United States foreign policy of this era</b></li> <li>• <b>To understand the relative importance of United States domestic and foreign policies over time</b></li> </ul>	<ul style="list-style-type: none"> <li>• refugees</li> <li>• human rights</li> <li>• Cold War</li> <li>• iron curtain</li> <li>• sputnik</li> <li>• colonialism</li> <li>• Berlin Airlift</li> <li>• Marshall Plan</li> <li>• Viet Cong</li> <li>• Agent Orange</li> <li>• assimilation</li> <li>• domino theory</li> <li>• Gulf of Tonkin Resolution</li> <li>• Détente</li> <li>• NATO</li> <li>• containment</li> <li>• arms race</li> <li>• Truman Doctrine</li> <li>• alliances</li> <li>• Korean Conflict/DMZ</li> <li>• communism</li> <li>• Warsaw Pact</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<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>	<ul style="list-style-type: none"> <li>• <b>To analyze the role played by the United States in international politics, past and present</b></li> </ul>	<ul style="list-style-type: none"> <li>• self-determination</li> <li>• emerging nations</li> <li>• Third World</li> <li>• guerrilla warfare</li> <li>• Vietnamization</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Harry S. Truman</li> <li>• Dwight Eisenhower</li> <li>• Mao Zedong</li> <li>• Diem</li> <li>• Fidel Castro</li> <li>• Chiang Kai-shek</li> <li>• Douglas MacArthur</li> <li>• Joseph McCarthy</li> <li>• Nikita Khrushchev</li> <li>• Ho Chi Minh</li> <li>• John F. Kennedy</li> </ul>



### III The United States in the Post-Cold War World

#### Focus Questions

- How were World War II and the Vietnam War different?
- How were the Vietnam War and the Gulf War different?
- How has our relationship with Latin America changed?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Shifting foreign policies help lead to the end of the Cold War <ol style="list-style-type: none"> <li>1. Detente and arms control beginning with President Nixon</li> <li>2. Military buildup and treaties to bring about reductions</li> <li>3. Fall of the Berlin Wall (1989) and the collapse of the Soviet Union</li> </ol> B. The United States seeks a new role in the world <ol style="list-style-type: none"> <li>1. Arab-Israeli conflicts; Camp David Accord</li> <li>2. Persian Gulf War</li> <li>3. Peacekeeping missions; Somalia, Bosnia</li> </ol> C. Western Hemisphere relations <ol style="list-style-type: none"> <li>1. Economic competition and cooperation: NAFTA</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era</b></li> <li>• <b>To understand the relative importance of United States domestic and foreign policy over time</b></li> <li>• <b>To analyze the role played by the United States in international politics, past and present</b></li> </ul>	<ul style="list-style-type: none"> <li>• refugees</li> <li>• human rights</li> <li>• Cold War</li> <li>• iron curtain</li> <li>• sputnik</li> <li>• colonialism</li> <li>• Berlin Airlift</li> <li>• Marshall Plan</li> <li>• Viet Cong</li> <li>• Agent Orange</li> <li>• assimilation</li> <li>• domino theory</li> <li>• Gulf of Tonkin Resolution</li> <li>• Détente</li> <li>• NATO</li> <li>• containment</li> <li>• arms race</li> <li>• Truman Doctrine</li> <li>• alliances</li> <li>• Korean Conflict/DMZ</li> <li>• communism</li> <li>• Warsaw Pact</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
2. Immigration patterns between the United States and Mexico, Latin America 3. Spread of democratic principles in Latin America		<ul style="list-style-type: none"> <li>• self-determination</li> <li>• emerging nations</li> <li>• Third World</li> <li>• guerrilla warfare</li> <li>• Vietnamization</li> </ul> <p><b>People</b></p> <ul style="list-style-type: none"> <li>• Winston Churchill</li> <li>• Harry S. Truman</li> <li>• Dwight Eisenhower</li> <li>• Mao Zedong</li> <li>• Diem</li> <li>• Fidel Castro</li> <li>• Chiang Kai-shek</li> <li>• Douglas MacArthur</li> <li>• Joseph McCarthy</li> <li>• Nikita Khrushchev</li> <li>• Ho Chi Minh</li> <li>• John F. Kennedy</li> </ul>

## Unit 11: The Changing Nature of the American People from World War II to Present

### Essential Questions

- *Was the post World War II society characterized by prosperity and optimism?*
- *Should Americans use nonviolence or "any means necessary" to rectify social injustice?*

### I Postwar Society Characterized by Prosperity and Optimism

#### Focus Questions

- How did the Cold War affect the lives of people in the United States?
- How did the United States deal with the assassination of one president and the resignation of another?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  A. Changing patterns of production and consumption resulted in economic expansion <ol style="list-style-type: none"> <li>1. Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment</li> <li>2. Number of service jobs, women in the workforce increased</li> </ol>	<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• prosperity</li> <li>• public confidence</li> <li>• Gross National Product</li> <li>• occupational shifts</li> <li>• suburbs</li> <li>• baby boom</li> <li>• civil disobedience</li> <li>• Brown v. Board of Education</li> <li>• Great Society</li> <li>• Camp Dave Accords</li> <li>• equal rights</li> <li>• discrimination</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>3. Poverty continued to exist in the midst of plenty</p> <p>B. Families and communities underwent significant changes</p> <ol style="list-style-type: none"> <li>1. Postwar baby boom had major effects on social and economic decisions made by families</li> <li>2. Growth of suburbs paralleled by movement from major cities</li> <li>3. Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work</li> </ol> <p>C. Civil rights movement placed focus on equality and democracy</p> <ol style="list-style-type: none"> <li>1. Important executive and judicial decisions supported equal rights</li> <li>2. <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation</li> <li>3. Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights for African - Americans</li> <li>4. Women, Native American Indians, and others also sought greater equality</li> </ol>	<ul style="list-style-type: none"> <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>• <b>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</b></li> </ul>	<ul style="list-style-type: none"> <li>• Civil Rights Movement</li> <li>• feminist</li> <li>• equal rights amendment</li> <li>• post war</li> <li>• segregation</li> <li>• Watergate</li> <li>• New Frontier</li> <li>• Iran Hostage Crisis</li>   <li><b>People</b></li>   <li>• Cesar Chevaz</li> <li>• Martin Luther King, Jr.</li> <li>• Malcolm X</li> <li>• Lyndon B. Johnson</li> <li>• Gerald Ford</li> <li>• John F. Kennedy</li> <li>• Richard Nixon</li> <li>• Rosa Parks</li> <li>• James E. Carter</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<p>5. Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969)</p> <p>D. Self-confidence of early postwar years eroded by series of events</p> <ol style="list-style-type: none"> <li>1. Assassinations of major leaders: Kennedy, King</li> <li>2. Nation split over involvement in Vietnam War</li> <li>3. Groups in society turn to violence to reach their goals</li> <li>4. Resignation of President Nixon</li> <li>5. Oil crisis and skyrocketing inflation</li> </ol>		

## II The United States Begins a New Century

### Focus Questions

- How has the fall of communism changed the balance of power in the world?
- What will be the role of the United States in the 21st century?

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> POWER PERFORMANCE INDICATORS ARE IN <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
<b>Content Outline:</b>  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> 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> C. Technology changes: the home and the workplace D. Old and new problems must be addressed <ol style="list-style-type: none"> <li>1. Violent crime and substance</li> </ol>	<ul style="list-style-type: none"> <li>• <b>To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century</b></li> <li>• <b>To investigate problems and opportunities the United States faces in its immediate future</b></li> </ul>	<ul style="list-style-type: none"> <li>• inflation</li> <li>• global competition</li> <li>• high technology</li> <li>• balance of trade</li> <li>• global interdependence</li> <li>• conservatism</li> <li>• NAFTA</li> <li>• Desert Storm</li> <li>• Iran Contra Affair</li> <li>• pluralism</li> <li>• consensus</li> <li>• Reagonomics</li> </ul>

	<b>Procedural Knowledge</b> <b>STUDENTS ARE ABLE TO</b> <b>POWER PERFORMANCE INDICATORS ARE IN</b> <b>BOLD PRINT</b>	<b>Key Vocabulary</b>
abuse 2. Protection of the environment 3. Growing number of elderly Americans 4. The continuing struggle for economic and social justice for all citizens 5. Balancing the ideals of national unity with growing cultural diversity 6. Civic and legal responsibilities of citizenship		<b>People</b> <ul style="list-style-type: none"> <li>• Ronald Reagan</li> <li>• Saddam Hussein</li> <li>• George Bush</li> <li>• Gorbachev</li> <li>• William Clinton</li> </ul>

# APPENDIX: CLASSROOM CONNECTIONS



**GRADES 7 AND 8 SOCIAL STUDIES: UNITED STATES AND NEW YORK HISTORY  
CLASSROOM CONNECTIONS**

**UNIT 1 GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500**

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

- Analyze primary and secondary source documents to understand the purpose and usefulness of both.
- Create a web graphic organizer to demonstrate the interrelationships of the social sciences.

**II. GEOGRAPHIC FACTORS INFLUENCE CULTURE**

- Use physical, topographical, political, and economic maps to compare and contrast the three early American civilizations.
- Conduct a three-way debate to discuss the comparative contributions and accomplishments of the Mayan, Aztec, and Incan civilizations.
- Create a timeline to track major events and dates.
- Teachers may wish to introduce the six essential elements of the national geography standards at this point (see Standard 3).
- 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)

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

- Use New York State maps and local resources to examine the Native American inhabitants of our region.
- Examine Native American folklore, stories, and oral history as an interdisciplinary project with English.
- Study the natural resources and climate of the Native American habitat as an interdisciplinary project with science.
- Compare the Iroquois and the Algonquians in a Venn diagram.
- Make a chart to show the political, economic, and social aspects of life in the Native American culture areas of North America.
- The effects of geographic environment on culture may be examined further by comparing and contrasting Iroquois and Algonquian cultures with native people in other cultural areas, such as the Great Tribes.
- In later units, comparison of the effect of environment may also be made with colonists (UNIT TWO) and Preindustrial Age pioneers (UNIT FIVE).

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

- Rate the reliability of a variety of sources of information.
- Find examples of stereotyping in historic and current events.

## **UNIT 2: EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS**

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

- Draw/make models of new inventions that aided exploration.
- Compare and contrast New England, New France, and New Spain in political, social, and economic aspects of life.
- Study the Columbian exchange as an interdisciplinary unit with science.
- Compare the Dutch and English settlement of the New York region, using a Venn diagram. Compare political, social, and economic characteristics of the settlements.
- Suggested Document: Journal of Christopher Columbus
- 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.

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

- Compare and contrast the English, French, and Spanish colonies, using a chart to show political, economic, and social differences.
- Map the geography of each type of colony. Use the geography to explain differences in the types of settlements in each region.
- Suggested Document: The Mayflower Compact (1620): "...do enact, constitute, and frame, such just and equal laws..."
- Comparison between English colonial governments and the Iroquois Confederacy

### **III. LIFE IN COLONIAL COMMUNITIES**

- Recreate colonial communities on paper or in play form to show how people lived in colonial times.
- Case study of a colonial community.
- Field trip to a restored colonial village.
- Make maps to show geographic features that affected colonial life such as waterways, topography, climate, and natural resources.
- Study colonial life through historical fiction during an interdisciplinary English/social studies unit.
- Use primary sources such as letters, diaries, inventories, newspapers, and documents such as the Mayflower Compact to bring the colonial era to life.
- 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.
- 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).

### UNIT 3: A NATION IS CREATED

#### I. BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

- Map the triangular trade route. Use a key.
- 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.
- Read writings of Enlightenment thinkers such as John Locke and Baron de Montesquieu to analyze the rationale for the movement toward independence.
- Identify factors which led to a colonial American identity.
- Students should define and apply major economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems (see Standard 4).

#### II. THE SHIFT FROM PROTEST TO SEPARATION

- Illustrate famous quotations from the period with relevant cartoons or drawings in an interdisciplinary art/social studies unit.
- Compare the shaping of public opinion in colonial times with modern media techniques in an interdisciplinary English/social studies unit.
- Role-play differing views on separation from England given differing political, economic, and social interests.  
Suggested Documents: Thomas Paine, *Common Sense*; artwork, Paul Reveres engraving of the Boston Massacre (1770)
- Students should apply the concept of multiple causation while reviewing the events leading up to the American Revolution (see Standard 1: The skills of historical analysis)

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

- Research the lives of people who made a difference in the American Revolution.
- After a roundtable sharing session, students can rate the individuals according to their relative contributions to the Revolution.
- Rewrite the Declaration of Independence in modern language.
- Write a constitution for New York State and compare it to the original 1777 version.
- Role-play the writing of the Declaration of Independence, using words and music from 1776.
- Make a timeline of events in the move toward independence. Suggested Documents: Declaration of Independence (1776), New York State Constitution of 1777
- 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).

### IV. MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

- Map the battle sites and create a detailed key.
- Analyze artwork from the Revolutionary era, e.g., "Washington Crossing the Delaware" by Emanuel Leutze; analyze music from the period, e.g., "Yankee Doodle"
- Read biographies of little-known participants in the Revolution--Marquis de Lafayette, Baron von Steuben, Lydia Darragh, Peter Salem--to accent the multicultural backgrounds of the participants.
- View a reenactment of a Revolutionary battle or engage a reenactment soldier to visit your classroom and speak about military life.
- Make supply-and-demand graphs for wartime supplies such as ammunition, shoes, wool. Suggested Documents: Thomas Paine, *The Crisis*; artwork, "Washington Crossing the Delaware,"; song, "Yankee Doodle"

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

- Make a graphic organizer to show the effects of the Revolution on international, national, and state levels.
- Classify the effects into political, social, and economic categories.

## **UNIT 4: EXPERIMENTS IN GOVERNMENT**

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

- Make a Venn diagram to show the powers of the national government and the powers of the state governments under the Articles of Confederation.
- Debate the pros and cons of the Articles of Confederation.
- Chart the weaknesses and achievements of the Articles of Confederation government. Suggested Documents: Albany Plan of Union (1754), Articles of Confederation

### **II. THE NEW YORK STATE CONSTITUTION OF 1777**

- Make a three-way Venn diagram to compare the Articles of Confederation, the New York State Constitution, and the United States Constitution.
- Evaluate the positive and negative aspects of the State laws.
- Diagram the three branches of the new State government. Suggested Documents: United States Constitution, New York State Constitution of 1777, Articles of Confederation, Declaration of Independence

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

- Hold a mock constitutional convention in the classroom. Assign roles.
- Examine compromises made by federalists and anti-federalists, slave owners and non-slave owners in the Constitution.
- Write the Preamble in your own words and memorize it.
- Make a graphic organizer of Articles I, II, and III.
- Write the Bill of Rights in your own words.
- Illustrate one of the first 10 amendments.
- Have a Bill of Rights guessing gallery.
- 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.
- Propose new amendments to the Constitution.
- Suggested Documents: United States Constitution (1789), Bill of Rights, the Federalist Papers

This section focuses upon the basic civic values of the American people (Standard 5: Civics, Citizenship, and Government) as implemented through laws and practices.

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.

Suggested Document: Excerpts from the Federalist Papers

## **UNIT 5: LIFE IN A NEW NATION**

### **I. NEW GOVERNMENT IN OPERATION**

- 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, Monroe Doctrine.
- Make a cause-and-effect diagram for the War of 1812.
- Map the geographic expansion westward and the ensuing expansion of slavery.
- Suggested Documents: Journals of Lewis and Clark; song, "The Star Spangled Banner"

Teachers may describe the implementation of the new government as a period of experimentation.

### **II. THE AGE OF JACKSON**

- Use primary source documents to examine differing points of view on Jackson's policies.
- Make cartoons to show differing viewpoints.
- Evaluate Jackson as a President, using his actions as a basis.
- Write a journal as a Cherokee boy or girl traveling the Trail of Tears

Teachers may examine the irony of Jacksonian democracy that extended suffrage while supporting Indian removal.

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.



In UNIT SIX, review growing sectionalism as an underlying cause of the Civil War.

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

Several of the understandings in this section (i.e., rise of technology, industrialization and urbanization, reform) are mirrored in the second half of the 19th century (UNIT SEVEN).

Teachers may use examples from this section to illustrate key ideas from Standard 1 (The study of New York State and United States history requires an analysis of the development of American culture).

- Use local resources for primary and secondary sources--statistics, documents, artwork from the time--to create a portrait of life in 1800.
- Produce a case study of the Erie Canal and compare it with a canal or roadway in your local area.
- Show the interaction of social and economic changes, e.g., education, temperance, women's rights.
- Study the abolition movement and map the major stations on the underground railroad.
- Examine the literature and art of the time and how it reflects American life, e.g., writings of James Fenimore Cooper, Washington Irving, Herman Melville, and Henry David Thoreau and art of the Hudson River School.
- Map sectional differences in 1860. Show political, economic, and social differences.
- Teachers may wish to work with museums or local historical societies to explore this topic.
- Suggested Documents: Frederick Douglass, Independence Day speech at Rochester (1852): "What, to the American slave, is your Fourth of July?"; song, "The Erie Canal"
- Suggested Document: Seneca Falls Declaration of Sentiments (1848): "...that all men and women are created equal."

## UNIT 6: DIVISION AND REUNION

### I. UNDERLYING CAUSES OF THE CIVIL WAR

- Categorize the causes of the Civil War.
- Define the northern and southern perspectives on these issues.
- Map the westward movement and its effects.
- Use primary sources to examine art, literature, and documents relevant to the pre-Civil War period.
- Role-play the compromises and debates.
- Suggested Document: Harriet Beecher Stowe, *Uncle Tom's Cabin*

### II. THE CIVIL WAR BREAKS OUT

- Biographical focus on Abraham Lincoln.
- Analyze the strengths and weaknesses of the North and the South at the beginning of the war.
- Categorize the advantages and disadvantages--political, economic, and social.
- Use local resources to examine the role of your community in the Civil War and local attitudes toward it.
- Use primary sources such as diaries, letters, songs, and photographs to study personalities and issues involved in the Civil War.
- Write the Gettysburg Address in your own words and memorize part of it.
- Map the progress of the war and make a detailed key.
- Suggested Documents: Lincoln's Gettysburg Address (1863): "...government of the people, by the people, for the people..."; Emancipation Proclamation; artwork, Matthew Brady's Civil War photographs

### III. RESULTS OF THE CIVIL WAR

- Analyze primary source documents such as the Emancipation Proclamation and the Civil War Amendments.
- Debate Lincoln's plan, Johnson's plan, and the Radical Republicans' plan for Reconstruction.
- Compare the impeachment of Andrew Johnson with that of William Jefferson Clinton.
- Suggested Documents: Civil War Amendments 13, 14, 15

## UNIT 7: AN INDUSTRIAL SOCIETY

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

- Compare the industrialization, urbanization, and reforms of the last half of the 19th century to similar developments during the first half of that century.
- Identify ideas associated with the American economy and list the costs and benefits of each.
  - individual entrepreneurship
  - laissez-faire economy
  - cheap labor
  - free enterprise
  - monopolies
  - government regulation
- Analyze political cartoons of the era. What was the role of journalists in exposing corruption?
- In 1876 the nation celebrated its 100th birthday. Describe an event or invention of this period that changed methods of transportation, communication, business, or manufacturing.
- Analyze photographs of city slums, such as those taken by Jacob Riis. Describe conditions, speculate about causes, and suggest solutions.
- Organize a debate of the topic: How much government regulation of the economy is enough?
- 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.
- Create advertisements for new farm tools and methods.
- Using census data from 1850 to 1900, graph the growth of population in the United States. Use maps to show the shift in the center of population.
- Select one of the changes listed in the content outline and find before-and-after pictures.
- Compare child labor in the 1800s to that which occurs today. Present findings as a photo collage, skit, news report, or video.
- Examine pictures of people doing different jobs in the late 1800s. Which show self-sufficiency and which show interdependence?
- Compare labor unions in the past with unions that exist today. What are differences and similarities?

- 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.
- Suggested Documents: Emma Lazarus, "The New Colossus"; artwork, photographs from Jacob Riis, *How the Other Half Lives*

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

- Write a letter as a new immigrant back to your homeland. How has America met your expectations?
- Explain the "push-pull" theory of immigration.
  
- 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.
- Essay topic: Compare immigration past and present. Compare countries of origin, reasons for emigration, and degree of acceptance by Americans.
- Interview a recent immigrant to the United States.
- Suggested Document: Chinese Exclusion Act, 1882
- Investigate the steps to becoming a United States citizen.
- Explain and rewrite the naturalization oath.
- 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?
- Show how the movement of people from one geographic area to another creates both opportunity and conflict.
- 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

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

- Select one reform movement, identify leaders, and create a broadside inviting people to one of their meetings.
- Create mock interviews of reformers of the time period.
- Research organizations and individuals who are seeking to reform conditions in the United States today and compare them to reformers in the past. Suggested Documents: Upton Sinclair, *The Jungle*; Ida Tarbell, *The History of the Standard Oil Company*; artwork, photographs from Jacob Riis, *How the Other Half Lives*

## **UNIT 8: THE UNITED STATES AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD**

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

- Make comparisons between the economic, political, and social motives for 19th-century imperialism and the European colonization of the Americas.
- Given our own history, debate the pros and cons of American imperialism.
- Make a cultural comparison collage of the United States and lands acquired in Latin America and the Pacific.
- Demonstrate the causes and effects of the ideas of Manifest Destiny.
- Map the battles of the Spanish-American War.
- Create headlines regarding foreign or domestic problems today in the style of yellow journalism.
- Write an account of the Spanish-American War in the Philippines from the perspective of an American, a Spaniard, and a Filipino.
- Review the constitutional foreign policy roles of the President and Congress.
- Make maps showing the growth United States from 1783 to 1867 1868 to 1914.
- Create the front page of a newspaper reporting on the building of the Canal.
- Suggested Document: Frederick Turner, *The Turner Thesis*

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

- Create a timeline that indicates periods of United States isolationism and foreign involvement from 1900 to the present.
- Show areas of the world in which the United States was involved at the turn of the 20th century.
- Debate: Was the United States neutral in practice as well as policy (1913-1917)?
- List the causes of United States involvement in World War I.
- Analyze World War I posters and identify the propaganda techniques used
- Write a letter home from the perspective of a soldier in Europe, a German immigrant, or an African-American who moved North.
  
- 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.
- Convene a mock Versailles Peace Conference with students representing each country.
- Suggested Documents: The Versailles Treaty; songs, "Over There", "Oh, How I Hate to Get Up in the Morning", "The Marine Hymn

## **UNIT 9: THE UNITED STATES BETWEEN WARS**

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

- Debate the pros and cons of Prohibition.
- Research, list, and illustrate the "firsts" that occurred in the 1920s; e.g., the first trans-Atlantic flight.
- Predict the effects of United States noninvolvement in foreign affairs as the world became more interdependent.
- Compare and contrast trends described in this section (i.e., rising standard of living, changes in the workplace, immigration, use of leisure time) with similar trends in the late-19th century.
- Using advertisements, determine what consumer goods a family of the 1920s would have owned.
- Make a chart of the percentage of people in farming and nonfarming occupations from 1840 to 1930. Determine the trend.
- How did the plight of farmers foreshadow the Great Depression?
- Essay topic: How were the 1920s an age of intolerance toward immigrants and African-Americans?
- Defend the statement: Not all Americans enjoyed the fruits of economic prosperity during the 1920s.
- Research the writings of such African-American writers as Claude McKay, Countee Cullen, James Weldon Johnson, and Langston Hughes.
- Compare and contrast the growth of celebrity culture and mass media in the 1920s to current trends in these areas.
- Create a "Meeting of the Minds" of personalities from the 1920s. Have students research their lives and answer questions in character.
- Assign students a stock and have them find out its price before October 1929 and after the market crashed.



## II. THE GREAT DEPRESSION

- Compare Hoover's attempt to solve economic problems with Roosevelt's.
- Use the Constitution to examine why the New Deal was considered unconstitutional.
- Chart New Deal legislation in terms of relief, recovery, and reform efforts.
- Write a persuasive article from the point of view of a political activist of the 1930s.
- Suggested Document: Roosevelt's first inaugural address (1933): "This nation asks for action, and action now. . ."
- Have students interview someone who lived during the Great Depression.
- Use newspaper archives to examine the economic, social, and political impact of the Great Depression on your local community.
- Make a cultural scrapbook incorporating literature, music, and art from the 1930s.
- Read selections from *The Grapes of Wrath*. Write a journal describing your journey as a migrant teen in the 1930s.
- Have groups of students research different countries and the conditions they faced during the Great Depression. Compare Hitler with Roosevelt. Use a Venn diagram.
- Suggested Documents: Speeches of Franklin Roosevelt; Studs Turkel, *Hard Times*; song, "Brother, Can You Spare a Dime?"

## UNIT 10: THE UNITED STATES ASSUMES WORLDWIDE RESPONSIBILITIES

### I. WORLD WAR II

- Compare and contrast the origins of World War I and World War II.
- Debate the topic: United States membership in the League of Nations would have prevented World War II.
- Make a timeline of major events that occurred during the war.
- On a world map, indicate the Allied and Axis powers.
- Write a news report about the bombing of Pearl Harbor from the American and Japanese points of view.
- 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?
- Interview those who lived during World War II and those who did not. Compare their attitudes toward the dropping of the atomic bomb.
- Explain the causes and effects of rationing during World War II.
- Have groups research how the war affected minorities.
- Chart the casualties of the war. What were the human and economic costs?
- Compare the League of Nations and the United Nations in a Venn diagram.
- Suggested Documents: 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"

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

- Research human rights violations since World War II and the United Nations' response to them.
- Make a chart comparing the United States and the Soviet Union in size, population, government, allies, economy, and religion.
- Create an illustrated timeline of Cold War events.
- List the causes and results of the Korean War.
- Invite a Korean War veteran to class.
- Examine foreign policy issues of the Cold War and actions taken by presidents of the United States.
- Suggested Document: United Nations Universal Declaration of Human Rights, December 10, 1948

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

- Make a poster comparing the weapons of World War I, the Vietnam War, and the Gulf War. Draw conclusions.
- Use the study of current events to convey the ongoing nature of United States foreign policy.
- Research a timeline to show involvement in the Middle East.
- Research products made in Mexico and Latin America. Analyze the economic effects on business and labor in the United States.
- Suggested Documents: Gulf of Tonkin Resolution; song Pete Seeger, "Where Have All the Flowers Gone?"

## **UNIT 11: THE CHANGING NATURE OF THE AMERICAN PEOPLE WORLD WAR II TO PRESENT**

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

- Graph the economic cycles of prosperity and recession after World War II.
- Show how the baby boom generation has affected the social, economic, and political life of the United States.
- Analyze the conflict between federal and State law concerning the issue of school desegregation, using primary source documents.
- What method did minority groups use in their attempts to gain equal rights?
- Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group.
- Suggested Documents: Dr. Martin Luther King, Jr.'s address at the Lincoln Memorial (1963): "I have a dream. . . "; Kennedy's inaugural speech; song, "We Shall Overcome"

### **II. THE UNITED STATES BEGINS A NEW CENTURY**

- Read the labels on your clothing. Where were the clothes made? How does this affect supply and demand in the American economy?
- Research an enduring problem or issue from different points of view.
- Compare the beginning of the 20th century with that of the 21st century.