



Social Studies

Resource Guide

PART I.2

Scope and Sequence	2
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Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

SCOPE AND SEQUENCE: K-6

Level K: Self and Others

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

Level K — Content Understandings

Concepts and Themes

Myself and others

- My physical self includes gender, ethnicity, and languages.
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn and learn in different ways.
- People change over time.
- People use folk tales, legends, music, and oral histories to teach values, ideas, and traditions.

identity

change

culture

My family and other families

- My family and other families are alike and different.

identity

My school and school community

- What is a school?

My neighborhood

- My neighborhood can be located on a map.
- Different people live in my neighborhood.

places and regions

Places can be located on maps and globes (home, school, neighborhood, and community).

- Land and water masses can be located on maps and on a globe.
- The United States can be located on a map and on a globe.

places and regions

Basic human wants and needs

- People define basic human wants and needs.
- Families have needs and wants.

needs and wants

Level K — Content Understandings

Concepts and Themes

People help one another meet needs and wants (e.g., recycling and conservation projects).

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

interdependence

Symbols of citizenship

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

citizenship and civic life

Rights, responsibilities, and roles of citizenship

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

citizenship and civic life

Making and changing rules and laws

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

government

People make rules which involve consideration of others and provide for the health and safety of all.

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

government

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

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

Grade 1 — Content Understandings

Concepts and Themes

My family and other families

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

identity

culture interdependence

History of my family

Families have a past and change over time: my family timeline.
 Some family beliefs, customs, and traditions are based on family histories.
 People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
 Folk tales, biographies, oral histories, and legends relate family histories.

change
 culture

My community and local region

Different events, people, problems, and ideas make up my community’s history.
 Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.
 Monuments and important places are located in my neighborhood.
 Communities are connected economically and geographically.
 People exchange elements of their cultures.

change
 culture

Places in my community and local region

Places can be located on maps and on a globe.
 Maps and diagrams serve as representations of places, physical features, and objects.
 Cardinal directions can be used to locate places and physical features.
 Symbols represent places and can be used to locate geographic features and physical characteristics.
 People depend on and modify their physical environments to meet basic needs.

places and regions
 human systems

Challenge of meeting needs and wants

Scarcity means that people’s wants exceed their limited resources.
 Communities provide facilities and services to help satisfy the needs and wants of people who live there.
 People use tools, technologies, and other resources to meet their needs and wants.
 People in communities must make choices due to unlimited wants and needs and scarce resources; these choices involve costs.
 Through work, people in communities earn income to help meet their needs and wants.

scarcity
 technology needs and wants

Economic decision making

People make decisions about how to spend the money they earn.
 People work to earn money to purchase the goods and services they need and/or want.

needs and wants

Symbols of citizenship

Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
 Citizenship includes a pledge of allegiance or loyalty to the United States of America.

citizenship and civic life

Rights, responsibilities, and roles of citizenship

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

civic values

Making and changing rules and laws

People form governments in order to develop rules and laws to govern and protect themselves.
 Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice.
 People plan, organize, and make decisions for the common good.
 Students can participate in problem solving, decision making, and conflict resolution.

government
 civic values
 decision making

Grade 2: My Community and Other United States Communities

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

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

Grade 2 — Content Understandings

Concepts and Themes

Rights, responsibilities, and roles of citizenship

People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.

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

citizenship and civic life
decision making

Making and changing rules and laws

People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.

Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

government

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

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

Grade 3 — Content Understandings

Concepts and Themes

Cultures and civilizations

What is a culture? What is a civilization?

How and why cultures change?

Where people settle, live, and why?

People in world communities exchange elements of their cultures.

People in world communities use legends, folk tales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.

People in world communities celebrate their accomplishments, achievements, and contributions.

Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

culture

empathy

Communities around the world

People of similar and different cultural groups often live together in world communities.

World communities have social, political, economic, and cultural similarities and differences.

World communities change over time.

Important events and eras of the near and distant past can be displayed on timelines.

Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points.

All people in world communities need to learn and learn in different ways.

Families in world communities differ from place to place.

empathy
identity

change

change

culture
identity

Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.
 Different events, people, problems, and ideas make up world communities.
 People in world communities may have different interpretations and perspectives about important issues and historic events.

identity
 culture

The location of world communities

World communities can be located on maps and globes (latitude and longitude).
 The spatial relationships of world communities can be described by direction, location, distance, and scale.
 Regions represent areas of Earth’s surface with unifying geographic characteristics.
 World communities can be located in relation to each other and to principal parallels and meridians.
 Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.
 The Earth’s continents and oceans can be located in relation to each other and to principal parallels and meridians.

places and regions

Physical, human, and cultural characteristics of world communities

The causes and effects of human migration in different world regions.
 The physical, human, and cultural characteristics of different regions and people throughout the world.
 Interactions between economic activities and geographic factors.
 The factors that influence human settlements in world communities.

human systems

environment and society

People depend on and modify their physical environments

Ways that people living in world communities depend on and modify their physical environments.
 Lifestyles in world communities are influenced by environmental and geographic factors.
 The development of world communities is influenced by environmental and geographic factors.

physical systems
 environment and society

Challenge of meeting needs and wants in world communities

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
 Human needs and wants differ from place to place.
 People in world communities make choices due to unlimited wants and needs and limited resources.
 People in world communities must depend on others to meet their needs and wants.
 Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.
 People in world communities use human, capital, and natural resources.
 People in world communities locate, develop, and make use of natural resources.
 Resources are important to economic growth in world communities.

economic systems

needs and wants

economic systems
 factors of production

Economic decision making in world communities

Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make.
 Economic decisions in world communities are influenced by many factors.

factors of production
 interdependence

Symbols of citizenship in world communities

People in world communities celebrate various holidays and festivals.
 People in world communities use monuments and memorials to represent symbols of their nations.

citizenship and civic life

Making and changing rules and laws

People in world communities form governments to develop rules and laws to govern community members.
 People in world communities may have conflicts over rules, rights, and responsibilities.
 The processes of selecting leaders, solving problems, and making decisions differ in world communities.

nation state
 civic values

government

Governments around the world

Governments in world communities organize to provide functions people cannot provide as individuals.
 Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.
 Governments in world communities develop rules and laws.
 Governments in world communities plan, organize, and make decisions.

nation state
 decision making
 government

Grade 4: Local History and Local Government

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

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

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

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

Native American Indians of New York State

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

culture

needs and wants

culture

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

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

culture
 culture

environment and society

Colonial and Revolutionary periods

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

change
 culture

physical settings
 culture
 government
 economic systems
 change

The Revolutionary War in New York State

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

places and regions
 human systems
 change

The New Nation

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

government

citizenship and civic life

culture

Industrial growth and expansion

Transportation, inventions, communication, and technology (e.g., 1800's—Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900's—automobile, subway, air travel, seaway, telephone, radio and television, computer).
 Immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State).
 The important contributions of immigrants to New York State.
 Geographic influences of industrialization and expansion (e.g., natural resources, location); the interactions between economic and geographic factors.

technology

change

human systems

Urbanization: economic, political, and social impacts.

Rural to urban to suburban migration.
 Economic interdependence (e.g., resource use; from farm to market).
 Ways of learning and public education in our community and State.
 The labor movement and child labor.

human systems environment and society change

Government

Basic democratic values (Taken from: National Standards Civics and Government).
 The fundamental values of American democracy include an understanding of the following concepts: individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.
 The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, the Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

civic values

citizenship and civic life

Purposes of government

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

government

Local and State governments

An introduction to the probable consequences of the absence of government.
 The structure and function of the branches of government of New York State and local governments include executive, legislative, and judicial branches.
 The meaning of key terms and concepts related to government including democracy, power, and citizenship.
 The United States Constitution and the Constitution of the State of New York and their respective Bill of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.
 Representatives in the legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.
 People elect and/or appoint leaders who make, enforce, and interpret laws.
 Citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community
 Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display and use.
 Effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.
 Citizens can participate in political decision making and problem solving at the local, State, and national levels.

government

civic values

government

citizenship and civic life

nation state

Grade Five: The United States, Canada, and Latin American

The grade five program stresses geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today. These perspectives build on and reinforce historic and political content about the United States included in the grade four social studies program. Where appropriate, the grade five program should use contemporary examples of case studies to help students understand the content understandings that follow. The content understandings were developed to assist in selecting specific factual information and case studies. For additional guidance in selecting content, case studies, activities, evaluation questions, and resources consult the Grade 5 social studies syllabus.

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

Culture and experiences influence people’s perceptions of places and regions in the United States, Canada, and Latin America today.

The characteristics, distribution, complexity of cultures found in the United States, Canada, and Latin America.

Human actions modify the physical environments of the United States, Canada, and Latin America.

environment and society

human systems

The Economies of the United States, Canada, and Latin American Nations

Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study about the economies and economic systems of the United States, Canada, and Latin America.

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.

The nations of North, Central, and South America depend on one another for various resources and products they need.

Production, distribution, exchange, and consumption of goods and services are economic decisions which the nations of North and South America must make.

Science and technology have influenced the standard of living in nations in North, Central and South America.

Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and Europe and SubSaharan Africa have changed life in these regions.

Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.

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

economic systems

needs and wants
factors of production
interdependence
factors of production

technology

interdependence

economic systems

The Governments of the United States, Canada, and Latin American Nations

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

Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America

Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.

The rights of citizens in the United States and how they are similar to and different from the rights of citizens in other nations of the Western Hemisphere.

The roles of citizenship as defined by different constitutions in the Western Hemisphere.

Governmental structures vary from place to place to place including the structure and functions of governments in the United States, Canada, and Latin American countries today.

Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: *Civics Framework for the 1998 NAEP*, p. 19)

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, and the United States Constitution and the Bill of Rights. In Canada these documents include the British North America Act, and the Canadian Bill of Rights.

Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include:

interdependence

citizenship and civic life
civic values
government

citizenship and civic life

government

government

civic values

citizenship and civic life

Grade 5 — Content Understandings

Concepts and Themes

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

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

government

Grade 6: The Eastern Hemisphere

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

The sixth grade program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective rather than an organizing framework.

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

Grade 6 — Content Understandings

Concepts and Themes

History of Eastern Hemisphere Nations

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

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

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

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

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

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

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

Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam), have both united and divided the peoples of the Eastern Hemispheres.

change

identity change

needs and Wants technology

culture

culture

Grade 6 — Content Understandings

Concepts and Themes

The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.

From earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.

Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history.

Slavery has existed across eras and regions in the Eastern Hemisphere.

Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.

During the late Middle Ages and Renaissance periods, new long distance trade routes emerged linking the peoples of Africa, Asia and Europe.

In Europe, the Renaissance, was marked by major achievements in literature, music, painting, sculpture, and architecture.

Many Eastern Hemisphere nations experienced the domination of their political, economic, and social life by European powers.

Colonial policies led to the exploitation of the people and their region's resources.(Mass starvation in Ireland, 1845-'50).

Nationalism, urbanization, modernization, and industrialization have been agents for change throughout the Eastern Hemisphere.

Traditional family patterns are changing throughout the world as cultures become more industrialized and urbanized.

Events of the 20th century, especially the two world wars, and the technological revolution, have brought about great change throughout the Eastern Hemisphere.

The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.

The Computer Revolution, like the Industrial Revolution, has changed the basic ways people live and work.

The fall of communism in Eastern Europe and Russia has lead to great change throughout the Eastern Hemisphere.

Geography of Eastern Hemisphere Nations

The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.

Special purpose maps can be used to show various geographic aspects of the earth's surface as seen in the Eastern Hemisphere.

The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images and models.(Taken from *National Geography Standards*, 1994).

The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings(including natural resources), human systems, and environment and society.

A region is an area which is tied together for some identifiable reason, such as by physical, political, economic, or cultural features.

Civilizations developed where geographic conditions were most favorable.

Geographic features and climatic conditions in the Eastern Hemisphere influence land use.

The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.

The migration of groups of people has led to cultural diffusion because when people move from one place to another they carry their ideas and ways of life with them.

Overpopulation and widespread poverty threaten the political stability of some nations in the Eastern Hemisphere.

identity

interdependence

culture

empathy
change

interdependence

culture

nation State

economic Systems

change

culture

change

empathy / Values

technology

change

the World in Spatial Terms

human Systems

the World in Spatial Terms

place and Regions

human Systems
physical Systems

human Systems

nation State

Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.

The environment is affected by people as they interact with it.

The effects of geographic conditions are moderated by technology.

Economies of Eastern Hemisphere Nations Themes

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

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

People have unlimited needs and wants which they must meet with limited resources.

Nations with limited natural resources must interact with other nations to secure its resource needs.

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

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

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

The economic systems of the world have become an interdependent network. Different economic systems have evolved to deal with economic decision-making. In traditional economies, decision-making and problem-solving are guided by the past.

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

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

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

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

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

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

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

Governments of Eastern Hemisphere Nations

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

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

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

human Systems

environment and Society technology

economic Systems

scarcity

wants and Needs

economic Systems

interdependence economic Systems

interdependence

economic Systems

interdependence

economic Systems

government

values

Grade 6 — Content Understandings

Concepts and Themes

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

Present systems of government have their origins in the past.

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

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

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

Political boundaries change over time and place.

The extent to which human rights are protected becomes a key issue in totalitarian societies.

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

Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

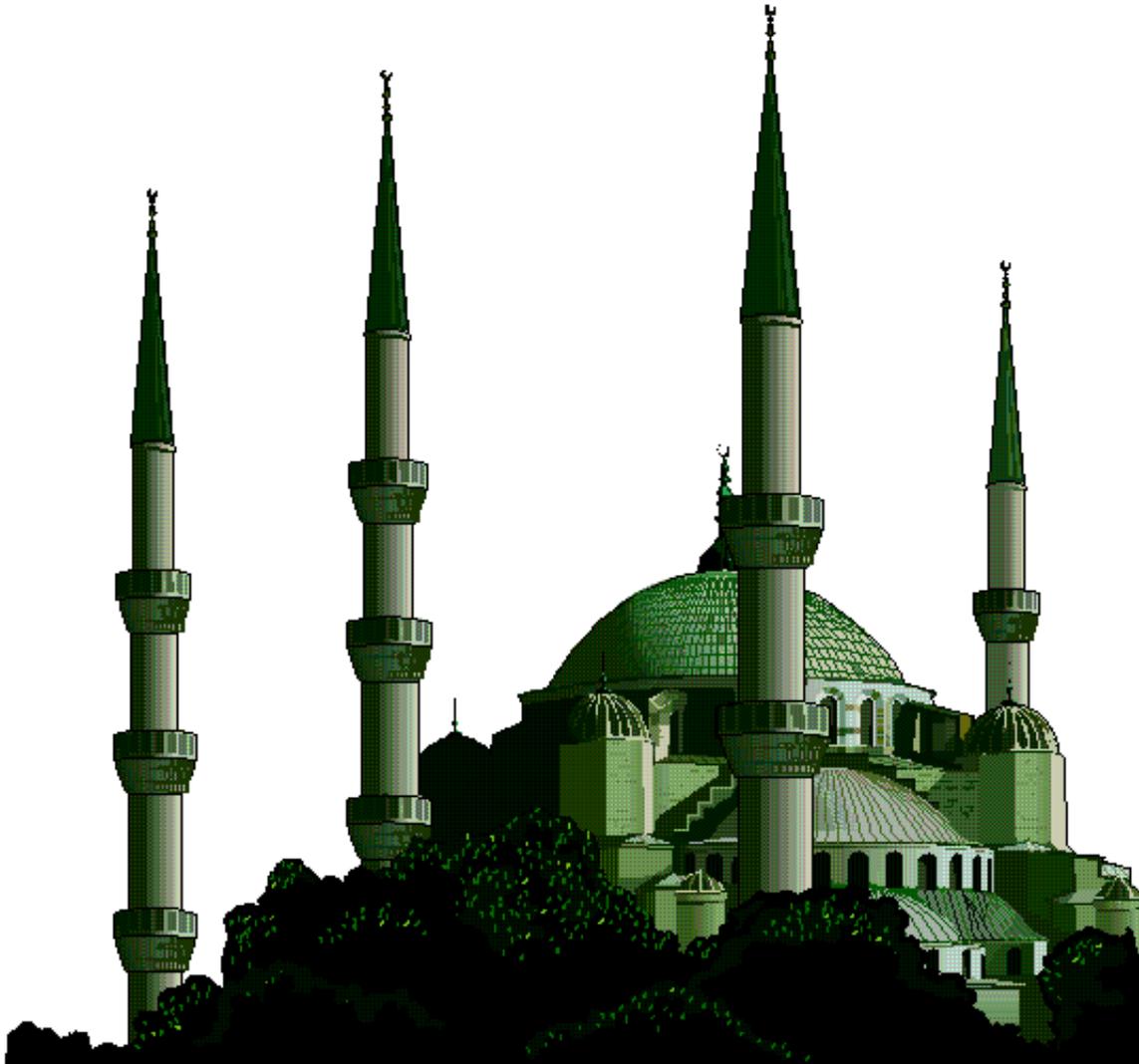
government

values

government

change
values

citizenship/
civic life



Grades 7-8 Social Studies: Two-year Sequence of Study

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 12 units, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, 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 12 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 grade 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 where appropriate, teachers will provide students a model for the global connections they will discover in the grades 9 and 10 social studies program.

Unit 1
**The Global Heritage of the
American People Prior to 1500**

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

Unit 3
A Nation is Created

Unit 4
Experiments in Government

Unit 5
Life in the New Nation

Unit 6
Division and Reunion

Unit 7
An Industrial Society

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

Unit 9
The United States Between the Wars

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

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

Unit 12
Citizenship in Today's World

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

UNIT 1

The Global Heritage of the American People Prior to 1500

I HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE

Objectives:

1. To understand the social scientific method and techniques used by social scientists to study human cultures
2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems
3. To formulate social science questions and define social science issues and problems

Content Outline

- A. History and the Other Social Sciences Provide a Framework and Methodology for a Systematic Study of Human Cultures
 1. The role of history and the historian
 2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology
- B. The Social Scientific Method as a Technique for Problem Solving and Decision Making

II GEOGRAPHIC FACTORS INFLUENCE CULTURE

Objectives:

1. To describe the relationships between people and environments and the connections between people and places
2. To describe the reasons for periodizing history in different ways
3. To map information about people, places, and environments
4. To identify and compare the physical, human, and cultural characteristics of different regions and people
5. To understand the geography of settlement patterns and the development of cultural patterns

Content Outline

- A. Theories Attempt to Explain Human Settlement in the Americas
 1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas
 2. Native American Indians believe in indigenous

- development with migration patterns in both directions
- B. Geographic Factors Affected the Settlement Patterns and Living Conditions of the Earliest Americans.
- C. Major Native American Indian Civilizations in Central and South America
 1. The Aztecs
 2. The Mayas
 3. The Incas
 4. The Pueblo Indians

III IROQUOIAN AND ALGONQUIAN CIVILIZATIONS ON THE ATLANTIC COAST OF NORTH AMERICA

Objectives:

1. To know the social and economic characteristics such as customs, traditions, child rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
2. To map information about people, places, and environments
3. To understand the worldview held by native peoples of the Americas and how it developed
4. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline:

- A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People Adapted to the Environment in Which They Settled.
 1. Geographic regions of New York
 2. Diversity of flora and fauna
 3. Seasons and weather patterns
 4. Kinds of settlements and settlement patterns
- B. The Iroquois (Haudenosaunee) Developed Cultural Patterns Which Reflected Their Needs and Values
 1. Creation and religious beliefs
 2. Importance of the laws of nature and the wise use of natural resources
 3. Patterns of time and space
 4. Family and kinship
 5. Education
 6. Government; Iroquois Confederacy
 7. Conceptions of land ownership and its use
 8. Language
- C. Algonquian Culture Compared to that of the

Iroquois

1. Spiritual beliefs
2. Spatial patterns

IV EUROPEAN CONCEPTIONS OF THE WORLD IN 1500

Objectives:

1. To understand the worldview held by Europeans prior to 1500
2. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline:

- A. European Knowledge Was Based on a Variety of Sources
 1. Accounts of early travelers and explorers
 2. A variety of different maps
 3. Writing of ancient scholars
 4. Guesswork
 5. Oral traditions and histories
- B. Varying Degrees of Accuracy Often Resulted in Many Misconceptions

UNIT 2

European Exploration and Colonization of the Americas

I EUROPEAN EXPLORATION AND SETTLEMENT

Objectives:

1. To understand major turning points such as the European exploration of and settlement in the Americas by investigating the causes and other factors that brought about change and the results of these changes
2. To understand the impacts of European settlement on Native American Indians and Europeans
3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations
4. To understand the ways different people view the same event or issues from a variety of perspectives

Content Outline

- A. Motivating Factors
 1. Technological improvements in navigation
 2. Consolidation of political power within certain countries in Europe
 3. Desire to break into the Eastern trade markets
 4. Missionary zeal
- B. Geographic Factors Influenced European Exploration and Settlement in North and South America
 1. Effects of weather and natural hazards on the Atlantic crossings
 2. Characteristics of different physical environments in the Americas and where different Europeans settled
 3. The development of “New England,” “New France” and “New Spain”
- 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

1. Devastating introduction of new diseases to the Americas
 2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American Indian lands
 3. New types of foods improved both European and Native American Indian health and life spans
 4. Economic and political changes in the balance of power in Europe and the Americas
 5. Introduction of African slaves into the Americas
- D. Exploration and Settlement of the New York State Area by the Dutch and English
 1. Relationships between the colonists and the Native American Indians
 2. Similarities between the Europeans and Native American Indians
 - a. The role of tradition
 - b. The importance of families and kinship ties
 - c. The hierarchical nature of the community and family
 - d. The need to be self-sufficient
 3. Differences
 - a. Ideas about land ownership
 - b. Roles of men and women
 - c. Beliefs about how people from different cultures should be addressed
 4. Rivalry between the Dutch and English eventually resulted in English supremacy

II COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL AND ECONOMIC FACTORS

Objectives:

1. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period
2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations
3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources
4. To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs

Content Outline:

- A. English Colonies: New England, Middle Atlantic, Southern
 1. Reviewed as a geographic region—criteria to define regions, types of regions
 2. Settlement patterns: who?, when?, why?
 3. Economic patterns emerge to meet diverse needs: agricultural and urban settlements
 4. Political systems
 5. Social order
- B. French Colonies
 1. Reviewed as a geographic region—types, connections between regions
 2. Settlement patterns: who?, when?, why?
 3. Economic patterns emerge to meet diverse needs
 4. Political systems
 5. Social order
- C. Spanish Colonies
 1. Reviewed as a geographic region—types, characteristics, connections
 2. Settlement patterns: who?, when?, why?
 3. Economic patterns emerge to meet diverse needs
 4. Political systems
 5. Social order

III LIFE IN COLONIAL COMMUNITIES

Objectives:

1. To understand how European and other settlers adapted to life in the American colonies
2. To classify major developments into categories such as social, political, geographic, technological,

- scientific, cultural, or religious
3. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies
4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer generated models
5. To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solve their economic problems
6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs

Content Outline:

- A. Colonial Communities Were the Center of Social, Economic and Political Life and Tended to Develop Along European Patterns
 1. Variations were found
 - a. Religious based
 - b. Slave and free black communities
 - c. Place of national origin
 2. The social structure promoted interdependence
 3. Social goals promoted community consciousness over individual rights
 4. Role of religions
 - a. Puritans
 - b. Quakers
 - c. Catholics
 - d. Others
 5. Survival demanded cooperation and a strong work ethic
 6. Importance of waterways
 7. Ahierarchical social order created social inequity
- B. Structure and Roles of Colonial Families
 1. Nuclear families made up the basic social and economic unit
 2. Authority and obligation followed kinship lines
 3. Roles of family members
- C. Life in Colonial Communities Was a Reflection of Geographic and Social Conditions
 1. Impact of physical environments on
 - a. Travel
 - b. Communication
 - c. Settlements
 - d. Resource use
 2. Social conditions led to
 - a. Different forms of government
 - b. Varying roles of religion

- c. Inequalities of economic conditions
- d. Unequal treatment of blacks
- 3. The impact of geographic and social conditions could be seen in the divergent landholding systems which developed in:
 - a. New England

- b. New Netherlands: patroonship system
- c. Southern colonies: plantation system
- 4. Life in French and Spanish colonies was both similar to and different from life in other colonies

UNIT 3

A Nation is Created

I BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

Objectives:

1. To understand the economic, political, and social causes of the American Revolution
2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
3. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
4. To consider the nature and evolution of a constitutional democracy

Content Outline:

- A. Economic Factors
 1. Growth of mercantilism
 2. Rise of an influential business community in the colonies
 3. Cost of colonial wars against the French
- B. Political Factors
 1. The role of the British Civil War
 2. Periods of political freedom in the colonies
 3. Impact of the French and Indian War: Albany Plan of Union
 4. Political thought of the Enlightenment influenced prominent colonial leaders
- C. New Social Relationships between European Powers and the American Colonies: Development of a New Colonial Identity

II THE SHIFT FROM PROTEST TO SEPARATION

Objectives:

1. To understand how colonists' concerns regarding political and economic issues resulted in the move-

- ment for independence
- 2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
- 3. To consider the nature and evolution of constitutional democracies

Content Outline:

- A. New British Attitude toward Colonies Following Victory over France
 1. Colonies could not protect themselves
 2. Colonies were not paying a fair amount toward their support
- B. New British Policies Antagonized Many Americans
 1. Various acts of Parliament such as the Quebec Act
 2. New tax policies and taxes: Stamp Act and others
 3. Other acts of repression: Zenger case and others
- C. Public Opinion Was Shaped in Different Forums
 1. Political bodies
 2. Public display and demonstration
 3. Print media
- D. Wide Variety of Viewpoints Evolved
 1. Complete separation
 2. More autonomy for the colonies
 3. No change in status quo: the Loyalist position

III EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES

Objectives:

1. To understand how the colonists attempted to establish new forms of self-government
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To compare and contrast different interpretations of key events and issues in New York State and

- United States history and explain reasons for these different accounts
4. 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

Content Outline:

- A. The Revolution Begins
 1. Early confrontations
 2. Important leaders
 3. First Continental Congress
- B. The Second Continental Congress Represented the First Attempt to Govern the Colonies
 1. “Republican” government
 2. Request for state constitutions and political systems
 3. Asserting independence
- C. A Movement for Independence Evolved from the Political Debate of the Day
- D. Declaration of Independence
 1. Origins
 2. Content
 3. Impact
 4. Ideals embodied
- E. Independence Creates Problems for New Yorkers
 1. Organizing a new state government
 2. Economic problems
 3. Political factions
 4. Slavery
 5. Recruitment of soldiers for the war

IV MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

Objectives:

1. To understand how the colonists were able to unite against British power to win a major military and political victory
2. To understand how events on the national level influenced and affected New Yorkers
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups
4. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

Content Outline:

- A. Strategies of the Principal Military Engagements

1. Washington’s leadership
2. New York as the object of strategic planning
3. Evolution of the War from the North to the South: Lexington and Concord to Saratoga to Yorktown
- B. Role of the Loyalists
 1. In New York City
 2. Colonists of Nova Scotia, Quebec and Prince Edward Island did not join the Revolution
 - a. Refuge for Loyalists
 - b. Staging ground for attacks on New York’s patriots
- C. The Outcome of the War Was Influenced by Many Factors
 1. Personalities and leadership
 2. Geography: importance of various physical features
 3. Allocation of resources
 4. Foreign aid: funds and volunteers
 5. Role of women, Blacks and Native American Indians
 6. Haphazard occurrences of events: the human factor
 7. Clash between colonial authority and Second Continental Congress

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

Objectives:

1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation
2. To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions
4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
5. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources

Content Outline:

- A. On the National Level
 1. Britain gave up claims to govern
 2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence

3. American economy was plagued by inflation and hurt by isolation from world markets
- B. In New York State
 1. The effects of the American Revolution on the Iroquois Confederacy
 2. Disposition of Loyalist property
 3. Arepublican ideology developed which emphasized shared power and citizenship participation
- C. In the Western Hemisphere
 1. Britain did not accept the notion of American dominance of the hemisphere
 2. The remaining British colonies in Canada strengthened their ties to Great Britain
 3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule

UNIT 4

Experiments in Government

I THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD

Objectives:

1. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation
2. To consider the nature and evolution of constitutional democracies

Content Outline

- A. Need for a Formal Plan of Union
 1. Historical precedents: the Iroquois Confederacy, the Albany Plan of Union
 2. Development of state constitutions
 3. Inadequacy of Continental Congress as a national government
- B. Development of a Formal Plan of Government
 1. Draft and debate in Congress, 1776-1777
 2. Ratification by the states, 1778-1781 Period of operation, 1781-1789
- C. The Structure of Government under the Articles of Confederation
 1. Congress was the only branch of government
 2. Each state had equal representation
 3. Congress's power under the Articles included:
 - a. Making war and peace
 - b. Conducting foreign and Native American Indian affairs
 - c. The settlement of disputes between and among states
 - d. Issuance of currency and borrowing
- D. The Articles Suffered from Many Weaknesses
 1. Indirect representation
 2. No coercive power; decisions more advisory than binding: e.g., 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 THE NEW YORK STATE CONSTITUTION OF 1777

Objectives:

1. To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution
2. To compare and contrast the development and evolution of the Constitutions of the United States and New York State
3. To understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority

Content Outline:

- A. Adopted by Convention without Submission to Popular Vote
 1. Included Declaration of Independence
 2. Influence of leaders such as John Jay
- B. Chronology of the Document
 1. Draft and debate in convention, 1776-77
 2. Period of operation, 1777-1822
- C. Form of Early State Government
 1. Similar to colonial government
 2. Governor with limited authority and 3-year term
 3. Inclusion of rights and liberties
 4. First system of State courts
 5. Limited franchise
 6. Bicameral legislature: Senate—4-year term; Assembly—1-year term

- D. Effectiveness
 1. Smoother functioning than national government under the Articles of Confederation
 2. Cumbersome administrative procedures
 3. Excessive use of veto procedures
 4. A model for the United States Constitution of 1787

III

THE WRITING, STRUCTURE AND ADOPTION OF THE UNITED STATES CONSTITUTION

Objectives:

1. To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place
2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
3. To understand that the New York State Constitution, along with other documents served as a model for the development of the United States Constitution
4. Compare and contrast the development and evolution of the constitutions of the United States and New York State
5. To define federalism and describe the powers granted to the national and state governments by the United States Constitution

Content Outline:

- A. Annapolis Convention, 1786
 1. Impracticality of correcting weaknesses in Articles of Confederation
 2. Need for an improved form of government without losing key elements of a new philosophy of government
 3. The decision to write a Constitution
- B. Constitutional Convention: Setting and Composition
- C. Major Issues
 1. Limits of power: national versus state
 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 over 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 Federal union (Article IV)
 4. Assuming the responsibility for a Federal system (Article VI)
- G. The Constitution as a Living Document
 1. The elastic clause and delegated power facilitate action
 2. Amendment procedure as a mechanism for change (Article V)
- H. The Evolution of an "Unwritten Constitution"
 1. Political parties
 2. The President's cabinet
 3. President's relation to congress
 4. Committee system in congress
 5. Traditional limitations on Presidential term
- I. The Ratification Process
 1. The debates in the states, especially New York State
 2. The Federalist Papers
 3. Poughkeepsie Convention
 - a. Federalists-Hamilton
 - b. Anti-Federalists-Clinton
 4. Formal ratification of the Constitution and launching the new government
 5. The personal leadership of people like: Washington, Franklin, Hamilton, Madison



UNIT 5

Life in the New Nation

I NEW GOVERNMENT IN OPERATION

Objectives:

1. To understand how the new nation established itself and began to operate
2. To understand how political parties emerged as a response to concerns at the local, state and national levels
3. To understand how civic values reflected in the United States and New York State Constitutions have been implemented through law and practice
4. To understand the relationship between and the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems
8. 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

Content Outline:

- A. Washington as President: Precedents
- B. Establishing Stability
 1. Hamilton's economic plan
 2. The Whiskey Rebellion
 3. Preserving neutrality: the French Revolution, Citizen Genet, Jay and Pinckney Treaties
 4. Political parties
 5. Election of 1800
 6. Judicial review
- C. Expanding the Nation's Boundaries
 1. Pinckney Treaty with Spain
 2. Louisiana Purchase
 3. War of 1812: guaranteeing boundaries
 4. Monroe Doctrine: sphere of influence
 5. Purchase of Florida
 6. Native American Indian concessions and treaties
- D. Challenges to Stability
 1. French and English trade barriers and the Embargo Act

2. War of 1812: second war for independence
- E. The Era of Good Feelings
 1. Clay's American System
 2. Internal expansion: new roads, canals and railroads
 3. Protective tariffs
 4. National assertions: Marshall's decision
 5. Extension of slavery by the Missouri Compromise
 6. Threats to Latin America: the Monroe Doctrine
 7. Disputed election of 1824

II THE AGE OF JACKSON

Objectives:

1. To understand how an American consciousness began to develop during Jackson's administration
2. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
3. 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
4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
5. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions

Content Outline:

- A. The Age of the "Common Man"
 1. Expansion of suffrage
 2. Citizenship
 3. Election of 1828
 4. Jackson: man, politician, President
 5. The "spoils system"
 6. New political parties
- B. Jackson's Native American Indian Policy Reflected Frontier Attitudes
 1. Some Native American Indians resisted gov-

- ernment attempts to negotiate their removal by treaty
- 2. Government policy of forced removals (1820-1840) resulted in widespread suffering and death
- 3. Native American Indian territory
- 4. Canadian governmental policies toward the Native American Indians in Canada
- C. Intensifying Sectional Differences
 - 1. Protective tariff, 1828
 - 2. Nullification controversy, 1828, 1832
 - 3. Clay's compromise tariff, 1833
- D. War on the Bank and Its Impact
 - 1. Veto of the rechartering of the National Bank
 - 2. The Bank War
 - 3. Species circular, 1836
 - 4. Panic of 1837

III THE AGE OF HOMESPUN: 1790-1860s

Objectives:

1. To understand the way of life of an agrarian society
2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy
3. To describe historic events through the eyes and experiences of those who were there
4. To explore the meaning of American culture by identifying the key ideas beliefs and patterns of behavior, and traditions that help define it and unite all Americans
5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems
6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations.
7. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
8. To describe the relationships between people and environments and the connections between people and places
9. 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

Content Outline:

- A. Portrait of the United States, 1800
 1. Agriculturally based economy
 2. Urban centers on the coast
 3. Poor communication and transportation sys-

- tems
- 4. Self-sufficient
- 5. Regional differences
- B. Patterns of Community Organization, Work, and Family Life in Agrarian America
- C. Technological Changes Altered the Way People Dealt with One Another
 1. Improved transportation made travel and communication easier
 2. Greater ties between communities were possible
 3. The Erie Canal and its impact
 - a. Reasons for building the Erie Canal
 - b. Technology involved in the construction
 - c. Types and sources of labor: ethnic and racial labor force
 - d. Results of building the Erie Canal
- D. The Impact of Early Industrialization and Technological Changes on Work and Workers, the Family and the Community
 1. An increase in the production of goods for sale rather than personal use
 2. Increased purchasing of what was formerly produced at home
 3. A new work ethic emerged
- E. Family Roles Changed, Affecting Society in General
 1. Greater emphasis on nuclear family unit
 2. Changing role for women
 3. Childhood became a more distinctive stage of life
 4. Private agencies assumed many traditional functions of the family
- F. Slavery and the Abolition
 1. Review the institution of slavery
 2. The meaning and morality of slavery
 3. Abolition movement
 - a. Leadership (Tubman, Garrison and others)
 - b. Activities (e.g., Freedom Trail and the Underground Railroad)
 4. Abolition in New York State
 5. Canada's role
 6. Effects of abolition
- G. Social Changes
 1. Religious revival
 2. Women's rights
 3. Mental hospital and prison reform
 4. Education
 5. Temperance
- H. An American Culture Begins to Emerge
 1. Literature
 2. Art
- I. Portrait of the United States, 1860
 1. Growth brought about many changes and regions—the spatial patterns of settlement in different regions in the United States
 - a. The size and shape of communities

- b. Environmental impacts due to development of natural resources and industry—human modification of the physical environment
 - c. The diversity of people within the larger communities and regions
 - d. The ability of the political system within communities to deal with deviance
 - e. The Age of Homespun took place in different places at different times
- 2. The North
 - a. Industrial base
 - b. Increasing population
 - c. Urban centered—“causes and consequences of urbanization”
 - 3. The South
 - a. Agricultural base (cotton)
 - b. Impact of Industrial Revolution on agriculture
 - c. Increasing slave population

UNIT 6

Division and Reunion

I UNDERLYING CAUSES OF THE CIVIL WAR

Objectives:

1. To understand the series of events and resulting conditions which led to the American Civil War
2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
3. To participate in a negotiating and compromise role-playing activity that mirrors the attempts at political compromise in the 1850s

Content Outline:

- A. Territorial Expansion and Slavery
 1. The secession of Texas, 1836
 2. The Mexican War, 1846-48
 3. Oregon Territory
 4. The westward movement and its effects on the physical, social, and cultural environments
- B. The Emotional Impact of Slavery
 1. *Uncle Tom’s Cabin*
 2. John Brown’s raid on Harper’s Ferry
 3. Fugitive slave laws
- C. Failure of Political Compromise
 1. Compromise of 1850
 2. Kansas-Nebraska Act, 1854
 3. Founding the Republican Party, 1854-56
 4. Lincoln-Douglas debate, 1858
 5. Election of 1860
 6. Firing on Fort Sumter, 1861

II THE CIVIL WAR BREAKS OUT

Objectives:

1. To understand the development and progress of

the Civil War

2. 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
3. To map information about people, places, and environments
4. To describe the relationships between people and environments and the connections between people and places
5. 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

Content Outline:

- A. The Presidency of Lincoln
 1. Personal leadership
 2. Opposition
 3. Emancipation Proclamation
- B. Advantages and Disadvantages of Each Side
 1. Advantages
 - a. South
 - 1) Military leadership
 - 2) Commitment of people to preserve their way of life
 - b. North
 - 1) Effective navy
 - 2) Larger army
 - 3) Manufacturing
 - 4) Agricultural production
 - 5) Transportation system
 2. Disadvantages
 - a. South
 - 1) Lacked manufacturing
 - 2) Lacked a navy
 - 3) Not prepared for war
 - b. North
 - 1) Lacked quality military leadership
 - 2) Not prepared for war

- c. The Military and Political Dimensions of the War
- 1. Geographic factors influenced the War’s progress and outcome—role of physical and other barriers
- 2. Major campaigns evolved around a changing strategy on both sides
- 3. Wartime problems and political issues
- 4. Foreign policy maneuvering was crucial to the final outcome
 - a. Seward’s concern with Mexico
 - b. Emancipation Proclamation as an element of foreign policy
- 5. Technology of the War
- D. New York State in the Civil War
 - 1. Military role
 - 2. Political opposition in New York City
 - 3. Conscription laws and draft riots
 - a. Undemocratic nature of the draft
 - b. Conscription as a factor in racism

III RESULTS OF THE CIVIL WAR

Objectives:

1. To understand how the Civil War affected the development of the postwar United States and influenced other countries
2. To describe how ordinary people and famous historic figures in the local community, State, and 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
3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability

4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice and equality
5. To analyze the role played by the United States in international politics, past and present

Content Outline:

- A. The Union is Preserved
- B. Slavery is Abolished
 1. The Emancipation Proclamation
 2. Civil Rights and the 13th Amendment
- C. Political Power and Decision Making
 1. Secession
 2. States’ rights
- D. Reconstruction—Theory, Practice and Termination
 1. Lincoln’s plan
 2. Johnson’s plan and Congressional opposition resulted in his impeachment
 3. Congressional reconstruction
 4. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians
 5. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery
 6. The official end of Reconstruction in 1877
- E. The Enormous Human Suffering and Loss of Life Caused by the War
- F. Events in Mexico and Canada
 1. European intervention in Mexico results in the “Maximilian Affair”
 2. British North America Act and the Canadian Confederation
 3. Leaders in both Mexico and Canada feared that once reunited, a new, more powerful United States would attempt to fulfill its “Manifest Destiny” and control the continent

UNIT 7 An Industrial Society

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

Objective:

1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services
2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce

- capital, natural, and human resources
3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth
4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services

Content Outline:

- A. Problems and Progress in American Politics:

- Framework for a Changing United States
1. New problems created a changing role for government and the political system
 2. Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g., civil service
 3. National politics was dominated by the Democratic and Republican parties but third parties occasionally rose to meet special interests
 4. New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall
 5. Prevailing attitude of noninterference, “laissez-faire”, as the appropriate role for government, with some regulations to meet excesses
- B. The United States Developed as an Industrial Power
1. Changes in the methods of production and distribution of manufactured goods
 - a. Transportation developments and their effects on economic developments, 1865-1900
 - b. Communication developments, 1865-1900
 - c. Industrial technology, 1865-1900
 - d. Rise of banking and financial institutions
 2. Increase in the number and size of firms engaged in manufacturing and distribution of goods
 3. Increase in the number and skill level of workers; new labor markets
 4. Expanding markets for manufactured goods
 5. The growth and emerging problems of the cities
- C. Growth of the Corporation as a Form of Business Organization: Case Studies—Oil, Railroads, Steel
1. One of several forms of business organization
 2. Many firms maintained traditional ways of doing business
 3. Advantages and disadvantages of a corporation
- D. Government Response to Industrial Development and Abuses
1. Laissez-faire versus regulation
 2. Interstate commerce: state and national control
 3. Sherman Anti-Trust Act: bigness as a threat
- E. Changing Patterns of Agricultural Organization and Activity in the United States and in New York State
1. Unprecedented growth in agriculture
 2. Changes in the methods of production and distribution of farm products—Spatial distribution of economic activities
 3. Efficient use of resources combined with competition and the profit motive to improve methods of production
- F. Many Significant and Influential Changes Occurred
1. Communities grew in size and number
 2. Interdependence increased
 3. Decision-making procedures changed
 4. Technology advanced
 5. Adaptation of, rather than to, the environment—Human modifications of the physical environment
 6. Perceptions of time became more formal, e.g., railroad schedules
 7. Social Darwinism developed
 8. Political machines influenced daily life
- G. The Response of Labor to Industrialization
1. Industrialization created a larger work force and more complex work
 2. Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled
 3. Early attempts to unionize the work force met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial Workers of the World
 4. Roots of modern labor unionism, e.g., the American Federation of Labor
 5. Labor as a reform movement in other aspects of society
- H. The Response of the Farmer to Industrialization
1. Expanding agricultural production and railroads
 2. Cheap money and high railroad rates
 3. The Grange and state reforms
 4. The Populist movement
 5. The closing of the frontier—limitations of the physical environment

II

CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE

Objective:

1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
4. To consider the sources of historic documents, nar-

- 5. To describe historic events through the eyes and experiences of those who were there
- 6. To understand how scarcity requires people and nations to make choices which involve costs and future considerations

Content Outline:

- A. The Immigration Experience
 - 1. Two distinct waves, from the 1840s to the 1890s, and from the 1890s to the early 1920s—“migration streams over time”
 - 2. Differences were based on national origins, cultural patterns, and religion
 - 3. Similarities included motivations for coming and patterns of community settlement
 - 4. Initial clashes ended in varying degrees of acculturation
 - 5. Occupational and political experiences varied
- B. Case Studies of the Immigrant Experience in the United States and in New York State—population characteristics
 - 1. A comparison of European immigrants and the black slave experience—human migration’s effects on the character of different places and regions
 - 2. Immigrants as rural settlers in the Midwest
 - 3. The Chinese experience in the Far West
 - 4. Mexicans in the Southwest
 - 5. New York City’s ethnic neighborhoods
 - 6. French-Canadian settlement in northern New York State
 - 7. Immigration patterns and experiences throughout New York State
 - 8. Irish immigration: Mass starvation in Ireland, 1845-50
 - 9. Immigrants in the local community
- C. Immigration Patterns in Canada and Mexico: Similarities and Differences
 - 1. In Canada: fugitive blacks and Eastern Europeans
 - 2. In Mexico
- D. America Becomes an Increasingly Mobile Society
 - 1. Motivated by new economic opportunities
 - 2. Changing patterns of movement, e.g., blacks begin to move North
 - 3. Westward settlement
 - 4. The “disappearance” of the frontier—physical limits of geography
- E. America Developed as a Consumer Society
 - 1. Improved standard of living increased consumption
 - 2. Greater variety of goods available
 - 3. Continually rising expectations
- F. The Modern Family Emerges
 - 1. Anuclear family structure with fewer children

- 2. Traditional family functions endured in rural areas but in urban areas some of these functions began to shift to humanitarian agencies, e.g., the Settlement House Movement, the Red Cross

G. Leisure Activities Reflected the Prevailing Attitudes and Views of the Time

- 1. Greater variety of leisure activities became available as less time was spent on work
- 2. Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts

III

**THE PROGRESSIVE MOVEMENT, 1900-1920:
EFFORTS TO REFORM THE NEW SOCIETY**

Objective:

- 1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions
- 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
- 5. To describe historic events through the eyes and experiences of those who were there

Content Outline:

- A. Social Ills
 - 1. The Muckrakers—exposing corruption and abuses in industry, government, and urban living conditions
 - 2. Fighting racial discrimination, e.g., the formation of the NAACP
 - 3. Prohibition and the 18th Amendment
- B. Efforts to Reform Government and Politics
 - 1. Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election
 - 2. Progressive leaders, e.g., LaFollette, T. Roosevelt, Taft, Debs
 - 3. The Socialist Party challenges the political establishment
 - 4. Direct election of Senators—the 17th Amendment
 - 5. Women’s Suffrage—the 19th Amendment

- C. Economic Reform Efforts
 1. Labor-related legislation, e.g., minimum wage laws, workmen’s compensation insurance, safety regulations, child labor laws
 2. Prosecuting trusts
 3. Government regulation of the railroads
 4. The Federal Reserve Act
 5. Graduated income tax—the 16th Amendment

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

Objectives:

1. To understand how and why the United States grew during the 19th century
2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad
3. To describe the reasons for periodizing history in different ways
4. To understand the relationship between the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. 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

Content Outline:

- A. Growth of Imperialist Sentiment Was Caused by Several Factors
 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”
 2. Perceived moral obligations to extend America’s way of life to others, i.e., ethnocentrism and racism
 3. American citizens were already migrating into new lands in North America—the effects of human migration on the characteristics of different places
 4. Increased foreign trade led to a growing interest in gaining control over some foreign markets
 5. Fear that other foreign nations would gain control of strategic locations at the expense of the United States
 6. Developing technology in transportation and communication contributed to American expansion potential—the importance of location and certain physical features
- B. The Spanish-American War Signaled the Emergence of the United States as a World Power
 1. The war’s origins lay in Cuban attempts to gain freedom from Spain
 2. United States’ concerns, i.e., pro-expansionist sentiment, Cuba’s location, Spanish tactics
 3. Newspapers shaped public opinion over the Maine incident—“yellow journalism”
 4. Conduct of the war created domestic and international problems
 5. Opposition to American imperialist movement
- C. Victory in the Spanish-American War created a need for a new Foreign Policy
 1. Acquisition of land far from America’s shores—importance of resources and markets
 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
 3. Actions created conflict with Filipinos and Japanese
- D. United States Policies in Latin America
 1. The United States attempted to control a number of locations in Latin America for economic and political reasons
 2. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine
 3. Armed intervention in Latin America

II

THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS

Objective:

1. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I
2. To describe the reasons for periodizing history in different ways
3. To understand the relationship between the relative importance of United States domestic and foreign policies over time

4. To analyze the role played by the United States in international politics, past and present
5. To describe the relationships between people and environments and the connections between people and places

Content Outline:

- A. United States Policy on Non-involvement in European Political Affairs Was Based on a Number of Factors
 1. Tradition dating back to the earliest days of the country
 2. Focus on the international problems of the new nation
 3. Recognition of United States' military unpreparedness
 4. Impacts of geography (e.g., location, resources) on United States foreign policy
- B. Pre-World War I Involvements
 1. Application of the Monroe Doctrine to the Western Hemisphere
 2. Threats to American foreign trade
 3. Roosevelt's Treaty of Portsmouth
- C. World War I Occurred as a Result of International Problems
 1. Intense nationalism
 2. Power struggles among European nations
 3. A failure of leadership
 4. European alliances
- D. Events Led to United States Involvement in World War I
 1. The American people were divided in ways that made involvement difficult
 2. Fear that United States involvement would increase intolerance at home
 3. Initial attempts to follow traditional policy of neutrality failed
 4. Unwillingness of warring nations to accept

- President Wilson as a mediator
5. England was a major United States trade partner
6. Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans
7. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships
8. Recognition that the United States would have no say at any peace conference if it remained neutral
- E. The United States Entered the War
 1. Combining new technology with old strategies led to the death of millions, i.e., chemical warfare
 2. The war was supported by the majority of Americans
 3. The war effort created changes on the home front, i.e., economic controls, the role of women in the work force, black migrations to the North, attempts to organize labor to improve conditions
 4. War promoted intolerance, i.e., the Espionage Act of 1917, the Sedition Act of 1918. "Hyphenated Americans" have their loyalty questioned
- F. The United States and the Peace Negotiations
 1. Wilson's failed attempts to establish leadership with his Fourteen Points
 2. Senate opposition to the League 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 the Wars

I THE "ROARING TWENTIES" REFLECTED THE SPIRIT OF THE POSTWAR PERIOD

Objective:

1. To understand the economic, social, and political development of America in the period between World War I and World War II
2. To understand the relationship between the relative importance of United States domestic and foreign policies over time

3. To analyze the role played by the United States in international politics, past and present
4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services

Content Outline:

- A. The Republican Decade
 1. Political developments

- a. Back to “normalcy”; the election of 1920
 - b. Scandals
 - c. Coolidge; austerity and integrity
 - d. Government and business; “laissez-faire and protection
 - e. Election of 1928; the great engineer
- B. Relative Isolation of the United States in World Political Affairs
- 1. General policy of non-involvement in European affairs; the League of Nations controversy
 - 2. Limited participation in international activities
 - a. World Court
 - b. Naval disarmament 1924
 - c. Efforts for peace; Kellogg-Briand, 1928
 - d. Postwar reparation talks
 - e. Relief efforts to Europe
 - 3. Expansion of international trade and tariffs
 - 4. Restrictions on immigration, e.g., Quota Act, 1924
- C. A Rising Standard of Living Resulted in the Growth of a Consumer Economy and the Rise of the Middle Class
- 1. Increase in single-family homes
 - 2. Emergence of suburbs
 - 3. Spread of middle-class values
 - 4. Increased use of credit
- D. Changes in the Work Place
- 1. Shift from agrarian to industrial work force
 - 2. Lessened demand for skilled workers
 - 3. Working conditions and wages improved
 - 4. Increase in white collar employees
 - 5. Women continued to increase their presence in the work force
- E. Problems Developed in the Midst of Unprecedented Prosperity
- 1. Not all groups benefited equally
 - a. Low farm prices
 - b. High black unemployment
 - c. Millions of poor
 - 2. New trends conflicted with tradition
 - 3. Environmental balance was jeopardized
- F. Foreign Immigration and Black Migration Resulted in a Very Diverse Population and an Increase in Social Tensions—the effects of human migrations on the nature and character of places and regions
- 1. Restrictions on immigration
 - 2. Black migration to Northern cities
 - 3. Growth of organizations to fight discrimination e.g., NAACP
 - 4. Growth of black art, music and cultural identity e.g., the Harlem Renaissance
 - 5. Generational conflicts
 - 6. Widespread emergence of retired workers
 - 7. Right-wing hate groups
- G. New Ideas About the Use of Leisure Time Emerged

- 1. Impact of the automobile; Henry Ford
 - 2. Organized sports; Babe Ruth
 - 3. Search for heroes and heroines; Lindbergh, Amelia Earhart
 - 4. Motion pictures; Valentino, Lloyd, Gish sisters
 - 5. Popular literature
 - 6. Fads and fashion
 - 7. Changes in social behavior
- H. The Stock Market Crash Marked the Beginning of the Worst Economic Time the Country Has Ever Known
- 1. National prosperity had been structured on the investments of the wealthy
 - 2. There were problems with the economic structure
 - 3. People lost faith in the system
 - 4. The government was unwilling or unable to correct the downturn
 - 5. The economic depression which followed was the worst in our history

II THE GREAT DEPRESSION

Objectives:

- 1. To understand the economic, political, and social impacts of the Great Depression on the United States
- 2. To understand the economic, political, and social changes which took place in the world during the 1930s
- 3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources
- 4. To understand how scarcity requires people and nations to make choices which involve costs and future considerations
- 5. To evaluate economic data by differentiating fact from opinion and identifying frames of reference
- 6. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions

Content Outline:

- A. Contributing Factors
 - 1. Economic growth declined during the late 1920s
 - 2. Stock purchases were made on margin/credit
 - 3. Corporations and individuals became overextended
 - 4. The stock market crash led to a cycle of low demand and high unemployment
- B. Responses to Deepening Economic Woes
 - 1. Hoover administration response: too little, too late
 - 2. Local and State actions
 - a. Soup kitchens and outstretched hands

- b. A modified “new deal” in New York
- 3. Election of 1932; question of confidence
- C. The New Deal
 - 1. Psychological boost; F.D.R. at the fireside
 - 2. Relieving human suffering; providing for dignity and jobs
 - 3. Helping business and industry recover
 - 4. Adjusting the economic system to prevent recurrence
 - a. Government regulation of business and banking
 - b. Instituting social security
 - c. Providing a guaranteed labor voice: the Wagner Act
 - 5. Other voices
 - a. Court-packing scheme
 - b. Alternative solutions: Father Coughlin, the Townsend Plan, Huey Long, socialism, Communism
 - 1. The economics of war versus depression conditions; climbing out of depression and into war
- D. Effects on Work, Family, and Communities
 - 1. Even though unemployment reached new heights, most people continued to hold jobs but at reduced hours and lower wages
 - 2. The loss of jobs fell unequally on women, blacks, and the unskilled
 - 3. The threat of possible job loss was a psychological strain on those who were employed
 - 4. Unemployment affected the traditional male role of provider, especially for those who equated success at work with success as a husband and father
 - 5. Charities’ resources were inadequate
 - 6. Local communities attempted to meet the needs of their people
 - 7. The Dust Bowl and the Okies—human modification of the physical environment
- E. The Cultural Environment During the Great Depression
 - 1. The times were reflected in the arts and literature
 - 2. Escapism was popular in fiction and the cinema
 - 3. Many works of social commentary and criticism appeared
 - 4. Federal government supported the arts through the Works Project Administration (WPA)
- F. Effects of the Great Depression on Industrialized Europe
 - 1. Trade and loans tied Western economies together
 - 2. The Great Depression followed similar patterns in affected nations:
 - a. Tighter credit
 - b. Business failures
 - c. Decreased money supply
 - d. Lowered demand
 - e. Lower production
 - f. Widespread unemployment
 - 3. Developing totalitarian responses: Germany, Italy, Spain, Japan; intensified communism characterized by:
 - a. One-party governments headed by a strong individual
 - b. Armies and police forces fostered national goals and eliminated opposition
 - c. Use of propaganda in the media and schools to support national goals
 - d. Art and literature were used to endorse official policies in totalitarian countries
- E. European Conflicts Resulted in Several Basic Problems for United States Policymakers
 - 1. The question of whether to shift focus from domestic problems to foreign policy
 - 2. Issue of neutrality versus the growing power of totalitarian states
 - 3. Continued efforts to improve Latin American relations through the “Good Neighbor Policy” without losing influence in that area’s affairs

UNIT 10

The United States Assumes Worldwide Responsibilities

I WORLD WAR II

Objectives:

- 1. To understand why World War II began and how it changed the lives of millions of people
- 2. To be aware of the much different world left as a legacy of World War II
- 3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 4. To understand the relationship between the relative importance of United States domestic and foreign policies over time
- 5. To analyze the role played by the United States in international politics, past and present
- 6. To describe historic events through the eyes and experiences of those who were there

Content Outline:

- A. Origins of the War
 - 1. The Versailles Treaty
 - 2. The Great Depression
 - 3. Rise of totalitarianism; expansionism and persecution
 - 4. The rearming of Germany
 - 5. Isolationism
 - 6. Failure of the League of Nations
- B. Prewar Alliances:
 - 1. Axis powers
 - 2. Allied powers
 - 3. Role of the United States
- C. Failure of Peace
 - 1. Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia
 - 2. Appeasement; Chamberlain in Munich
 - 3. German attack on Poland; World War II begins
 - 4. United States role to 1941—guarded isolation, aid to allies
- D. The United States in World War II
 - 1. Japanese attack on Pearl Harbor
 - 2. Atwo-front war
 - a. Europe - Eisenhower
 - b. Pacific - MacArthur
- E. New Aspects of the War
 - 1. German *blitzkrieg*
 - 2. Aerial bombing
 - 3. New technology and its impact on people and the physical environment
 - 4. Atomic bomb - the Manhattan Project
 - 5. The Nazi Holocaust
 - 6. Concept of unconditional surrender
- F. The Home Front
 - 1. Total mobilization of resources
 - 2. Rationing
 - 3. Role of women
 - 4. War bonds
 - 5. Incarceration of Japanese-Americans
 - 6. Limited progress toward economic, political, and social equality for black Americans, i.e., Roosevelt's Executive Order 8802
- G. End of the War
 - 1. Allied agreement—Yalta Conference
 - 2. Defeat of Germany
 - 3. Defeat of Japan
- H. Impact of the War
 - 1. Entire countries were physically and demographically devastated—effects of physical and human geographic factors
 - 2. Millions of families suffered the loss of loved ones
 - 3. The Nazi Holocaust - Hitler's "Final Solution;" worldwide horror; human rights violations
 - 4. The Nuremberg Trials
 - 5. Global impact; rise of nationalism in Africa and Asia

- 6. Advent of the United Nations
- 7. Advent of the nuclear age

II THE UNITED STATES IN THE POST-WORLD WAR II WORLD

Objectives:

- 1. To understand why the United States had to assume a leadership role in the post-World War II world
- 2. To appreciate the historical background for the formation of United States foreign policy of this era
- 3. To understand the relationship between the relative importance of United States domestic and foreign policies over time
- 4. To analyze the role played by the United States in international politics, past and present

Content Outline:

- A. Peace Efforts
 - 1. Formation of the United Nations
 - 2. Human rights issues; United Nations Universal Declaration of Human Rights (1948)
 - 3. Refugees
- B. United States and the Soviet Union Emerge as World Leaders
 - 1. Bipolarism
 - 2. The Cold War
 - 3. New alliances, i.e., NATO and the Warsaw Pact
- C. Postwar United States Foreign Policy
 - 1. Containment
 - 2. Economic and military aid
 - a. Truman Doctrine
 - b. Marshall Plan
 - 3. Relations with Canada
 - a. The DEW line; NORAD
 - b. Strategic location between superpowers
- D. Postwar Areas of Conflict between the United States and Soviet Union
 - 1. Berlin blockade/ airlift
 - 2. Self-determination of European nations
 - 3. China
 - 4. Korea
 - 5. Expansion versus containment

III THE UNITED STATES IN A WORLD OF TURMOIL

Objective:

- 1. To understand the historic, political, and social context in which United States foreign policy has evolved since World War II
- 2. To understand the relationship between the relative

- importance of United States domestic and foreign policies over time
- To analyze the role played by the United States in international politics, past and present

Content Outline:

- The Postwar Era Saw a Breakdown in Colonial System
 - Emergence of newly independent countries in Europe, Africa and Asia
 - The Third World
 - Subject of contention between the superpowers for influence
- Pressure Points Emerged
 - Middle East
 - Arab-Israeli conflict
 - Suez crisis

- Cuba and Latin America
- Southeast Asia
 - Laos
 - Vietnam
- Economic Factors Have Resulted in a World Increasingly Characterized by Interdependence Due to:
 - Scarcity of certain natural Resources
 - Increase of trade and travel
 - Cultural assimilation
 - International competition for markets
- Cooperative Ventures within the Hemisphere Have Been Initiated to Improve the Standard of Living and Security of the United States, Canada, and Latin America

UNIT 11

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

AN AGE OF PROSPERITY CHARACTERIZED THE POSTWAR SOCIETY

Objective:

- 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
- To investigate key turning points in New York State and United States history and explain why these events or developments are significant
- 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

Content Outline:

- Physical and Geographic Expansion Resulted in Changing Patterns of Production and Consumption
 - Production and Gross National Product (GNP) rose
 - Technological advances increased output and modifications to the physical environment
 - Unemployment declined
 - Growth spread throughout the country—human modifications of the physical environment
 - Growth in productivity led to higher wages
 - Advertising strategies changed
 - Poverty continued to exist in the midst of plenty

- Major Trends Resulted in Occupational Shifts and Changes in the Nature of Work
 - Fewer workers produced more goods
 - Factory work became less common
 - Employment rose in the service sector
 - Undesirable employment increasingly fell to minorities
 - Women entered the work force
- Community Patterns Underwent Significant Changes
 - Suburbs grew in number and size—demographic structure of a population
 - Cities experienced changes—types and patterns of human migration
 - Development of an interstate highway system contributed to suburban growth and urban decline, i.e., the New York State Thruway
- The American Family Evolved to Fit New Ways of Living
 - Typical family units consisted of parents and children
 - Postwar “baby boom” gave rise to child-centered families
 - Increasing numbers of women looked for full- or part-time employment outside the home
- An Emerging Youth-Centered Culture Resulted in Significant Changes
 - Tremendous increase in the number of children attending school
 - School policy became an important community issue
 - Adolescence evolved as a distinct stage of life
 - Business and entertainment catered to a youth market

- F. Prosperity Resulted in Rising Expectations for Black Americans and Other Minorities
 - 1. Important executive and judicial decisions supported equal rights
 - 2. Despite changes, discrimination remained widespread
 - 3. The civil rights movement developed and evolved
 - 4. Native American Indian land claims; specific New York references to Iroquois land claims
- G. The Feminist Movement Emerged in Response to Inequities
 - 1. Women and organizations spoke out in favor of sexual equality
 - 2. Prominent issues raised included:
 - a. Passage of an equal rights amendment (E.R.A.)
 - b. Equal pay for equal work
 - c. The right of women to seek personal satisfaction outside the home and family
- H. The Postwar Years Brought Changes and Shifts in Political Power
 - 1. Movement of people to the South and Southwest changed the national balance of power
 - 2. The two major parties dominated national and state politics
 - 3. Influential third parties emerged on some issues and interests
 - 4. Presidential administrations used a variety of approaches and responses to postwar problems and issues

II POST-INDUSTRIAL SOCIETY USHERS IN THE AGE OF LIMITS

Objective:

- 1. To understand that, beginning in the 1960s, public confidence was shaken by a series of unanticipated economic, social, and political events that made it apparent that the United States had limited capacity and resources to control those events
- 2. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
- 3. To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
- 4. To present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions

Content Outline:

- A. The United States Economy Experienced Major Changes and Upheaval
 - 1. Recognition of the limits of growth—distribution and use of resources
 - 2. Inflationary pressures
 - 3. Foreign competition to basic industries
 - 4. The decline of industry
 - 5. Emergence of high technology
 - 6. Unfavorable balance of trade
- B. Emergence of an Environmental Movement
 - 1. Landmark legislation
 - 2. New government agencies at all levels
 - 3. Environmental organizations and concerns
 - 4. The ecological perspective—Consequences of Human Modifications of the Physical Environment
 - 5. Native American Indian spiritual beliefs about the relationship of people to the land
- C. Changes in the American Work Force
 - 1. Shifting patterns and types of employment
 - 2. Significant decline in industrial jobs
 - 3. Growing acceptance of retirement as a distinct stage of life
 - 4. Increasing global mobility of capital and its relationship to employment
- D. New Family Patterns Evolve
 - 1. Numerous different types of groupings
 - 2. Multiple causes
 - a. Working women
 - b. Changing personal values
 - c. Increased divorce rates
 - d. Stress
 - e. Substance abuse
 - 3. Multiple effects
 - a. Household management
 - b. Child care
 - c. Schooling
 - d. The role of government in family matters
- E. Reactions to Changes of the 1960s and 1970s Have Affected the 1980s and 1990s and Will Affect the Next Century
 - 1. Return to conservatism as a social and political philosophy
 - 2. Conflicts over interdependence and between social responsibility and individualism
 - 3. Pluralism versus consensus
 - 4. Single issue political responses and special interest groups
 - 5. Federal and State roles in health, education, and welfare reform

III

THE AMERICAS MOVE TOWARD THE 21ST CENTURY

Objective:

1. To understand that change is inevitable yet manageable and that alternative futures can be analyzed and planned

Content Outline:

- A. Learning to Manage Change
 1. Recognizing alternative futures through knowledge of the past

2. Learning to tolerate change
 3. Coping with unpredictable circumstances and events
- B. Examining Alternative Futures for the United States and New York State
 1. Changes in basic institutions, i.e., family, political, economic, religious, and educational
 2. Possible scenarios for the future
 - C. The Future for Canada and Latin America
 1. Projecting future domestic political and economic concerns and issues
 2. Long-term inter-American relationships—the “haves” and the “have nots”

UNIT 12

Citizenship in Today's World

I

CITIZENSHIP IN THE UNITED STATES

Objective:

1. To understand the rights and responsibilities of citizens at the Federal level of government
2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time
3. To discuss the role of an informed citizen in today's changing world
4. To explain how Americans are citizens of their states and of the United States
5. To respect the rights of others in discussions and classroom debates regardless of whether one agrees with their viewpoint
6. To explain the role that civility plays in promoting effective citizenship in preserving democracy
7. To participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

Content Outline:

- A. Underlying Principles of the Constitution of the United States: How They Operate
 1. Federalism
For example:
 - Strong versus weak Federal government: The Hamilton-Jefferson debates
 - Sectionalism: Federal versus states rights before the Civil War
 - Federalism: the limits of Constitutional authority; post-Civil War

- Federal power: a national speed limit
2. Separation of powers
For example:
 - Colonial taxation
 - The right of judicial review: *Marbury versus Madison* (1803)
 - States rights to control the waterways: *Gibbons versus Ogden* (1824)
 - Position of territory acquired from a foreign government in relation to tariff laws: *DeLima versus Bidwell* (1901)
 - Rights of the President in relation to the other branches: *United States versus Nixon* (1974)
3. Protection of individual rights
For example:
 - Zenger - freedom of the press
 - Were slaves citizens?: *Dred Scott versus Sanford* (1856)
 - Separate but equal: *Plessy versus Ferguson* (1896)
 - The right to an equal education: *Brown versus Board of Education of Topeka* (1954)
 - The rights of the accused: *Miranda versus Arizona* (1966)
 - Freedom of expression in school: *Tinker versus Des Moines Independent School District* (1969)
4. Provisions for change: the amendment process
For example:
 - Due process of law: the 14th Amendment (1868)
 - Direct election of Senators: the 17th Amendment (1913)
 - Prohibition: the 18th Amendment (1919)
 - Women's Suffrage: the 19th Amendment (1920)

- B. Legal Bases for Citizenship in the United States
 - 1. Citizenship by the “law of the soil”
 - 2. Citizenship by birth to an American parent
 - 3. Citizenship through naturalization
- C. Responsibilities of Citizenship:
 - 1. Civic: A citizen should be:
 - a. Knowledgeable about the process of government
 - b. Informed about major issues
 - c. A participant in the political process
 - 2. Legal: A citizen should:
 - a. Be knowledgeable about the law
 - b. Obey the laws
 - c. Respect the rights of others
 - d. Understand the importance of law in a democratic society
 - 3. The changing role of the citizen

II CITIZENSHIP IN STATE AND LOCAL GOVERNMENT

Objective:

- 1. To understand the structure and function of our state and local governments
- 2. To interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents
- 3. To understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- 4. To explain how Americans are citizens of their states and of the United States
- 5. To participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems

Content Outline:

- A. New York State
 - 1. Constitution
 - 2. Structure and function of State government today
 - 3. New York’s role in our Federal system
 - 4. Effects of State government on the citizen

- B. Local Government
 - 1. Structure and function
 - a. County
 - b. Town
 - c. City
 - d. Village
 - e. School district
 - 2. Roles within the State
 - a. Home rule
 - b. Agents for the State and Federal programs
 - 3. Effects of local governments on the citizen, i.e.:
 - a. Education
 - b. Taxes
 - c. Utilities
 - d. Laws/courts
 - e. Streets/roads
 - f. Social services
 - g. Zoning
 - h. Police and fire protection
 - i. Recreation and cultural activities

III COMPARATIVE CITIZENSHIP

Objective:

- 1. To encourage students to see the common interests and concerns we share with other citizens of the hemisphere and the world
- 2. To discuss the role of an informed citizen in today’s changing world

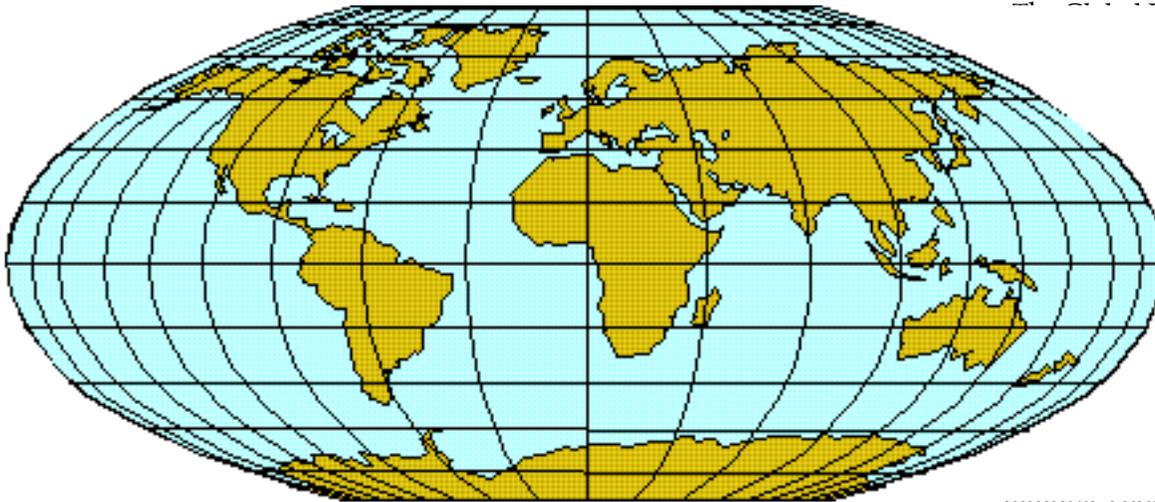
Content Outline:

- A. Our Relation to Citizens in
 - 1. Canada
 - 2. Mexico
- B. Global Citizenship
 - 1. Role of interdependence in the world today
 - 2. Concern for universal
 - a. Peace
 - b. Justice
 - c. Equality
 - d. Cooperation to end suffering and starvation
 - e. Human Rights

Global History Eras

Global history is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical eras. As districts plan their instructional program, the following questions should be addressed:

- How much time should be spent on each unit?
- What dimensions of the unit should be emphasized?
- What extended tasks and activities might reasonably be included in the program?
- Where might the split occur in this two-year course of study?



The Global History Regents Specifications Grid has been developed to help districts address these questions. The attached specification grid lists the historical eras and the social studies standards. It provides a range of multiple-choice questions that might be included on the Global

History Regents. The range of questions should help teachers determine the amount of time that should be spent studying about the different units in the Global History program.

GLOBAL HISTORY REGENTS SPECIFICATIONS GRID

Number of Items by Standard and Historical Era
(Multiple-choice)

	1 US and NY History	2 World History	3 Geography	4 Economics	5 Civics, Citizenship and Gov't	Range
1 Introduction to Global History	0	0-1	0-1	0-1	0-1	1-1
2 Ancient World	0	1-2	0-1	0-1	0-1	4-6
3 Expanding Zones of Exchange	0	2-3	1-2	1-2	1-2	4-6
4 Global Interactions	0	3-4	1-2	1-2	0-2	4-6
5 First Global Age	0-1	4-5	1-2	1-3	1-2	4-6
6 Age of Revolution	0-2	6-7	1-3	1-3	2-4	6-9
7 Crisis and Achievement (1900-1945)	0-2	4-6	1-2	1-2	2-3	6-9
8 20th Century Since 1945	0-2	5-7	1-2	2-3	3-4	6-9
9 Global Connection and Interactions	1-2	3-4	2-4	1-3	2-3	3-5
10 Cross topical	0-1	1-3	1-2	1-3	1-2	5-7
Total # of Questions	0-3	18-22	10-13	8-10	8-10	42-65

II. Ancient World: Civilizations and Religion (4000 BC-500 AD), continued

Content	Standards(s)	Theme/Concepts	Connections
<ul style="list-style-type: none"> 4 architecture 5 legal systems—Code of Hammurabi 2. Identify Demographic Patterns of Early Civilizations and Movement of People 	3 2,3	Justice and Human Rights	
<p>C. Classical Civilizations</p> <ul style="list-style-type: none"> 1. Classical Civilizations and Contributions <ul style="list-style-type: none"> a. Geography of Classical Civilizations b. Chinese Civilization (engineering, tools, writing, government system) c. Greek Civilization <ul style="list-style-type: none"> 1 the rise of city-states—Athens/Sparta 2 contributions: art, architecture, philosophy, science 3 growth of democracy in Athens d. Roman Empire (law [Twelve Tables], engineering, empire building, trade) e. Indian (Maurya) Empire (government system) 2. The Growth of Global Trade Routes in Classical Civilizations <ul style="list-style-type: none"> a. Phoenician Trade Routes b. Silk Road c. Maritime and Overland Trade Routes Linking Africa and Eurasia 	5 3,4	Movement of Peoples and Goods Belief Systems	<ul style="list-style-type: none"> - What have been the contributions of Classical Civilizations to the history of humankind? - What impacts did Greece and Rome have on the development of later political systems? - How did the institution of slavery fit within the Athenian concept of democracy? - What forces caused the rise and fall of Classical Civilizations? - What was the status and role of women in these civilizations?
<p>D. The Rise and Fall of Great Empires,</p> <ul style="list-style-type: none"> 1. Han and Roman Empires <ul style="list-style-type: none"> a. Factors Leading to Growth b. Spatial Organization/Geography c. Causes of Decline 	2,3,		<p>TEACHER'S NOTE: The study of economics includes the investigation of interdependent economies throughout the world over time and place. Students should be able to trace the maritime and overland trading routes that linked civilizations and led to interdependence and cultural diffusion.</p> <ul style="list-style-type: none"> - What reasons can you pose to explain why early peoples migrated or moved from place to place?
<p>E. The Emergence and Spread of Belief Systems</p> <ul style="list-style-type: none"> 1. Place of Origin and Major Beliefs <ul style="list-style-type: none"> a. Animism b. Hinduism c. Buddhism d. Chinese Philosophies (Confucianism, Taoism) e. Judaism f. Christianity g. Islam 2. Expansion of Christianity, Islam, and Buddhism through Conquest and Trade 	2 2,3		<p>TEACHER'S NOTE: When analyzing the world's major religions and philosophies, it may be best to suspend a strict adherence to chronology in favor of comprehensively exploring belief systems as a theme. This study involves learning about the important roles and contributions made by individuals and groups. It is important to make linkages to the present.</p> <ul style="list-style-type: none"> - In what ways are these varying belief systems similar and different? - How do these belief systems affect our lives today? - In what ways does a culture's arts reflect that belief system? - What holy books or texts are associated with the major religions of the world?

III. Expanding Zones of Exchange and Encounter (500 -1200)

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
A. Gupta Empire (320-550 AD) 1. Spatial Organization/Geography 2. Artistic/Scientific Contributions 3. Ties to Hinduism 4. Organizational Structure	2,3	Culture and Intellectual Life	TEACHER’S NOTE: Students should be able to interpret and analyze documents and artifacts related to global societies. - What contributions to human history have been made by the Gupta Empire, the Tang Dynasty and Medieval Europe?
B. Tang Dynasty (618-907 AD) 1. Spatial Organization/Geography 2. Contributions 3. Chinese influence on Japan	2,3	Culture and Intellectual Life	
C. Byzantine Empire 1. Spatial Organization/Geography 2. Achievements (law, Justinian Code, engineering, and art) 3. The Orthodox Christian Church 4. Impact upon Russia and Eastern Europe 5. Political Structure and Justinian Code 6. Role in Preserving and Transmitting Greek and Roman Cultures	2,3,4,5	Interdependence Diversity	TEACHER’S NOTE: Students should understand the development and connectedness of civilizations and cultures. The study of Byzantium is particularly suited to this approach. - What role did the Byzantine Empire play in the in the preservation and transmittal of Greek and Roman knowledge and culture? - What impact did the Byzantine Empire have in the development of historical Russia? of Russia today? - What impact did the fall of Constantinople (1453) have on Western Europe? To what extent was this event a turning point in global history?
D. Islamic Civilization—“Golden Age” 1. Art and Literature 2. Scientific Contributions	2	Culture and Intellectual Life	TEACHER’S NOTE: Students should understand that the cultural advances of Islam’s “Golden Age” reached Europe by way of Moslem Spain and Sicily, through trade and the Crusades. They should also understand that modern mathematics and science can trace their roots to this period.
E. The Spread of Islam in Southwest and Southeast Asia, North Africa, and Europe 1. Spatial Organization/Geography 2. Organizational Structure 3. The Development of Islamic Law and Its Impact 4. Social Class: Slavery in Muslim Society 5. Umayyad and Abbassid Dynasties 6. Contributions to Mathematics, Science, Medicine, Literature 7. Role in Preserving Greek and Roman Culture 8. Islamic Spain	2,3	Interdependence Diversity Justice and Human Rights Political Systems Economic Systems	TEACHER’S NOTE: Through their inquiry, students should gain an appreciation for the vastness of the various Muslim empires, the ability of Islam to successfully rule very diverse populations, and their role in cultural innovation and trade. - What contributions did Islamic culture make to global history? - What was the status of women under Muslim law?
F. Medieval Europe 1. Spatial Organization/Geography 2. Frankish Empire 3. Manorialism 4. Feudalism—Social Hierarchy and Stratification 5. Spiritual and Secular Role of the Church 6. Monastic Centers of Learning 7. Art and Architecture	2,3,4,5	Economic Systems Belief Systems	- What assumptions did medieval Europe make regarding power, authority, governance, and law? - How did the roles of men and women differ in medieval society? - What role did individual citizens play in feudal society? - How were decisions made about the use of scarce resources in medieval Europe? - What principles were the basis of these decisions?

III. Expanding Zones of Exchange and Encounter (500 -1200), continued

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
G. Crusades and their Impact upon Southwest Asia, Byzantium, and Europe	2	Change	- How did the expansion of Islam, Christianity, and Buddhism encourage the encounter and exchanges of peoples, goods, and ideas? Students should be able to analyze the causes of the Crusades and their impact. They should understand the diverse ways Muslims and Christians viewed this period. They should appreciate that one dimension of a society's growth is its connection to neighboring and competing societies.

IV. Global Interactions (1200-1650)

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
A. Early Japanese History and Feudalism 1. Spatial Organization/Geography 2. Early Traditions (Shintoism) 3. Ties with China and Korea: Cultural Diffusion Buddhism and Confucianism 4. Tokugawa Shogunate 5. Social Hierarchy and Stratification	1,2,3,4,5	Political Systems/ Cultural and Intellectual Life	TEACHER'S NOTE: Students should be able to compare and contrast the social, political, and economic dimensions of the Japanese and European feudal systems. They should understand the impact of cultural diffusion on Japanese culture. - How are Japanese and European feudalism similar? Dissimilar?
B. The Rise and Fall of the Mongols and Their Impact on Eurasia 1. Origins 2. The Yuan Dynasty: A Foreign or Non-Chinese Dynasty 3. Extent of Empire under Ghengis Khan and Kublai Khan 4. Impact On Central Asia, China, Russia, Europe, India, Southwest Asia 5. Interaction with the West and Global Trade "Pax Mongolia" (e.g., Marco Polo or Ibn Battuta) 6. Causes of Decline	2,3,4,5	Interdependence/ Diversity/ Urbanization	TEACHER'S NOTE: Students should understand the development and connectedness of civilizations and cultures. They should understand the global significance and great diversity encompassed by the Mongol Empire. This era saw the growing importance of cities as centers of trade and culture.
C. Global Trade and Interactions 1. Major Trading Centers— Canton/Cairo/Venice 2. The Resurgence of European Urban Centers a. Hanseatic League b. Italian City-States 3. Expansion of Chinese Trade and Its Impact (e.g., Zheng He 1405-1433) 4. Expansion of the Portuguese Spice Trade to Southeast Asia and its Impact on Asia and Europe	4	Economic Systems/Change/ Urbanization	TEACHER'S NOTE: Students should be able to trace the evolution of capitalism as an economic system. They should understand that capitalism was made possible by changes within the European economic system and by overseas expansion. - What was the relationship between the rise of capitalism and the decline of feudalism? - What role did a class of merchants and bankers play in the rise of capitalism? - In a market economy, how does the system determine what goods and services are to be produced and in what quantity? and for whom? - How did a capitalist economy change the way men and women worked? - What role did the plague play in major demographic and social shifts in Eurasia and Africa?
D. Social, Economic, and Political Impacts of the Plague on Eurasia and Africa	2,3,4,5	Change	

V. The First Global Age (1450-1770), continued

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
<p>B. Rise and Fall of African Civilizations: Mali and Songhai Empires</p> <ol style="list-style-type: none"> 1. Spatial and Organizational Structures 2. Contributions 3. Roles in Global Trade Routes 	<p>2</p> <p>2,3,4</p>		<p>TEACHER'S NOTE: Students should study the development and interactions of social/cultural/political/economic/religious systems in different regions of the world.</p> <ul style="list-style-type: none"> - What role did African kingdoms play in overland and maritime trade routes of the era? - What impact did Islam have upon these kingdoms? - What forces contributed to the rise and fall of African kingdoms? - How did traditional art reflect the beliefs of African kingdoms?
<p>C. The Ming Dynasty</p> <ol style="list-style-type: none"> 1. Restoration of Chinese Rule, Chinese World Vision 2. China's Relationship with the West 3. The Impact of China on Southeast Asia 4. Contributions 	2,3,4	Culture and Intellectual Life	<ul style="list-style-type: none"> - What impact did China's self-concept of the "middle kingdom" have on its political, economic, and cultural relationships with other societies in Eastern and Southeastern Asia? - Why did China's attitude toward outward commercial and economic expansion change after 1433? - To what extent was Europe more interested in trade with China, than China was interested in trade with the West?
<p>D. The Impact of the Ottoman Empire on the Middle East and Europe</p> <ol style="list-style-type: none"> 1. Limits of Ottoman Europe 2. Disruption of established Trade Routes and European Search for New Ones 3. Contributions 	<p>2,3,4</p> <p>5</p> <p>2</p>	<p>Geography</p> <p>Belief Systems</p> <p>Change</p>	<p>TEACHER'S NOTE: Students should have a clear understanding of the extent of the Ottoman Empire at its height. They should investigate the factors that brought about change within the Ottoman Empire and its long-term impacts on global history.</p>
<p>E. Spain on the Eve of the Encounter</p> <ol style="list-style-type: none"> 1. Reconquista under Ferdinand and Isabella 2. Expulsion of Moors and Jews 3. Exploration and Overseas Expansion 	5		<p>TEACHER'S NOTE: Students should understand that the encounters between peoples in the 15th and early 16th centuries had a tremendous impact upon the worldwide exchange of flora, fauna, and diseases.</p> <ul style="list-style-type: none"> - What were Spain and Portugal like on the eve of the encounter? - What impact did the encounter have on demographic trends in the Americas, Africa, and Europe? - How did life change as a result of this encounter? - How did the standard of living in Europe change as a result of the Encounter? - What technologies made European overseas expansion possible?

VI. An Age of Revolutions (1750-1914), continued

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
<p>B. The Enlightenment in Europe</p> <ol style="list-style-type: none"> 1. The Writings of Locke, Voltaire, Rousseau, and Montesquieu 2. The Impact of the Enlightenment on Nationalism and Democracy 3. The Enlightened Despots—Maria Theresa and Catherine the Great 	5	Cultural and Intellectual Life	<p>TEACHER'S NOTE: Students should understand that during the Enlightenment, Europeans moved toward new assumptions regarding power, authority, governance, and law. These assumptions led to the new social and political systems during the Age of Revolution. Students should focus on the impact of Enlightenment on American political thought and, in turn, the impact of the American Revolution on subsequent revolutions. Students should not engage in an in-depth analysis of the battles and phases of the American Revolution.</p> <p>The American, French, and Latin American Revolutions were turning points in global history. Students should be able to identify the forces that brought about these changes and their long-term effects.</p> <ul style="list-style-type: none"> - To what extent is the scientific revolution related to the Enlightenment? - In what ways did the French Revolution overturn the balance of power that had existed in Europe? - What reactions against revolutionary ideas occurred in Europe, Russia, and Latin America? - What forces led to the 19th century failure of democracy in Latin America and Russia? - What role did the individual citizen play in these revolutions?
<p>C. Political Revolutions</p> <ol style="list-style-type: none"> 1. American Revolution <ol style="list-style-type: none"> a. Impact of the Enlightenment on the American Revolution b. Impact of the American Revolution on other Revolutions 2. French Revolution <ol style="list-style-type: none"> a. Causes b. Impact on France and Other Nations c. Rise to Power of Napoleon 3. Independence Movements in Latin America Case Studies: Simon Bolivar, Toussaint L'Overture 	1,2,3,4,5		
<p>D The Reaction Against Revolutionary Ideas</p> <ol style="list-style-type: none"> 1. Balance of Power Politics and the Congress of Vienna 2. Revolutions of 1848 3. Russian Absolutism: Reforms and Expansion <ol style="list-style-type: none"> a. Impact of the French Revolution and Napoleon b. 19th Century Russian Serfdom c. Expansion of Russia into Siberia 4. Latin America: the Failure of Democracy and the Search for Stability <ol style="list-style-type: none"> a. Spatial Organization/Geography b. Roles of Social Classes: land-holding elite, creoles, mestizos, native peoples, and slaves c. Roles of the Church and Military d. Role of Cash Crop Economies in a Global Market 	2,3,4,5	Change	
		Nationalism	

VI. An Age of Revolutions (1750-1914), continued

Content	Standards(s)	Theme/Concepts	Connections
<ul style="list-style-type: none"> e. The Mexican Revolution (1910-1930) <ul style="list-style-type: none"> 1 cause and effect 2 roles of Porfiro Diaz, Francisco “Pancho” Villa, and Emiliano Zapata 3 economic and social nationalism 			
<ul style="list-style-type: none"> E. Global Nationalism <ul style="list-style-type: none"> 1. Role in Political Revolutions 2. Force for Unity and Self-determination <ul style="list-style-type: none"> a. Unification of Italy and Germany b. Non-Western Nationalism <ul style="list-style-type: none"> 1 India (Indian, National Congress, Moslem League) 2. Turkey- Young Turks 3. Zionism 4. Force Leading to Conflicts <ul style="list-style-type: none"> a. Balkans before World War I b. Ottoman Empire as the Pawn of Europe Powers 	2,3,4,5	Geography/ Change	<p>TEACHER’S NOTE: Students should be able to define nationalism and be able to analyze the impact of nationalism as a unifying and divisive force in Europe and other regions of the world. They should also be able to examine nationalism across time and place.</p> <ul style="list-style-type: none"> - What role did nationalism play in Europe, Eastern Europe, Asia, Africa, and Latin America? - What role does nationalism play today in these regions?
<ul style="list-style-type: none"> F. Economic and Social Revolutions <ul style="list-style-type: none"> 1. Agrarian Revolution—Britain and France 2. Industrial Revolution (Great Britain, France, Germany, and Japan) <ul style="list-style-type: none"> a. Factory System b. Shift from Mercantilism to laissez-faire Economics— Adam Smith, Wealth of Nations c. Changes in Social Classes d. Changing Roles of Men, Women, and Children in an Industrial Society e. Urbanization f. Responses to Industrialization <ul style="list-style-type: none"> 1 Competing ideologies: liberalism, conservatism, social reformism, socialism 	2,3,4,5	Change Economic Systems	<p>TEACHER’S NOTE: Students should understand that the Agrarian and Industrial Revolutions, like the Neolithic Revolution, led to radical change. Many Europeans called for reforms. Students should realize that the process of Industrialization is still occurring in developing nations.</p> <ul style="list-style-type: none"> -What role did the Industrial Revolution play in the changing roles of men and women? - What impact did the Industrial Revolution have on the expansion of suffrage throughout the late 19th and early 20th centuries? - To what extent did the Industrial Revolution lead to greater urbanization throughout the world? - How did the European arts respond to the Industrial Revolution? -In what ways did the abuses of the Industrial Revolution lead to such competing ideologies as liberalism, conservatism, socialism, and communism? <p>TEACHER’S NOTE: Students should be able to compare social and economic revolutions with political revolutions. In looking at the Industrial Revolution, students should be provided with the opportunity to investigate this phenomenon in at least two nations.</p> <ul style="list-style-type: none"> - To what extent is the Industrial Revolution still occurring in the non-Western world? - What is a post-industrial economy?
<ul style="list-style-type: none"> 2 Karl Marx and command economies 3 Utopian reform 4 Parliamentary reforms—expansion of suffrage 5 Sadler Report and reform legislation 6 Social Darwinism 7 Global migrations (1845-1850) 8 Growth of literacy 9 Movement toward a global economy 10 Writings of Thomas Malthus <i>Essay on the Principles of Population</i> 			<p>TEACHER’S NOTE: Students should understand that Marx and Engel proposed an economic system that would replace capitalism.</p>

VI. An Age of Revolutions (1750-1914), continued

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
<p>Case Study: Mass Starvation in Ireland (1845-50)</p> <p>G. Japan and the Meiji Restoration</p> <ol style="list-style-type: none"> 1. The Opening of Japan <ol style="list-style-type: none"> a. Commodore Matthew Perry b. Impact upon Japan of Treaty of Kanagawa 2. Modernization and Industrialization 3. Japan as a Global Power <ol style="list-style-type: none"> a. Russo-Japanese War b. Dependence on World Market <p>H. Imperialism</p> <ol style="list-style-type: none"> 1. Reasons for Imperialism-Nationalistic, Political, Economic 2. Spatial Characteristics-The “New Imperialism” 3. British in India <ol style="list-style-type: none"> a. British East India Company b. Sepoy Mutiny 4. The Congress of Berlin: British, French, Belgians, and Germans in Africa <ol style="list-style-type: none"> a. African Resistance - Zulu Empire b. Boer War 5. European Spheres of Influence in China <ol style="list-style-type: none"> a. Opium War and the Treaty of Nanjing b. Chinese Reactions to European Imperialism <ol style="list-style-type: none"> 1 Taiping Rebellion 2 Boxer Rebellion 3 Sun Yixian and the Chinese Revolution (1910-1911) 6. Multiple Perspectives toward Imperialism <ol style="list-style-type: none"> a. Immediate/Long-Term Changes Made under European Rule b. Long-Term Effects in Europe and the Rest of the World 	<p>2,3,4,5</p> <p>2,3,4,5</p>	<p>Change</p> <p>Imperialism</p> <p>Political Systems</p>	<p>Students should analyze the Meiji Restoration in terms of the political, economic, and social changes that were introduced.</p> <p>- Why did the Industrial Revolution occur in Japan before other Asian and African nations?</p> <p>TEACHER’S NOTE: Using primary and secondary sources, students should be able to analyze and evaluate conflicting viewpoints regarding imperialism.</p> <p>- To what extent did the Industrial Revolution lead to European Imperialism?</p> <p>- To what extent is there a relationship between industrialization and imperialism?</p> <p>- Why did Japan turn to imperialism and militarism in the late 19th and early 20th centuries? Here again, students should have a clear appreciation of the world in spatial terms.</p> <p>- What was the relationship between nationalism and imperialism?</p>

VII. A Half Century of Crisis and Achievement (1900-1945)

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
<p>A. Scientific and Technological Advances</p> <ol style="list-style-type: none"> 1. Treatment of Infectious Diseases 2. Improved Standard of Living 3. Einstein, Freud, and Curies 	<p>2</p>	<p>Science and Technology</p>	<p>- What impact did the scientific and technological advances of the period have on life expectancy, war, and peace?</p> <p>- What would Thomas Malthus have said about these changes?</p>

VII. A Half Century of Crisis and Achievement (1900-1945), continued

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
<p>B. World War I</p> <ol style="list-style-type: none"> 1. Europe: The Physical Setting 2. Causes 3. Impacts 4. Effects of Scientific/Technological Advances 5. Armenian Massacre 6. Collapse of the Ottoman Empire 7. Literature and Art 	2,3,4,5	Geography Nationalism Imperialism Diversity Political Systems Cultural and Intellectual Life	<p>Students should be able to interpret imperialism and analyze documents and artifacts related to the study of World War I.</p> <p>They should be asked to consider which events of the first half of the 20th century were turning points.</p> <ul style="list-style-type: none"> - What role did nationalism and imperialism play in World War I? - What role did technology play? - To what extent were the issues that caused World War I resolved? - In what ways did World War I raise fundamental questions regarding justice and human rights? - To what extent were World War I and the Russian Revolution turning points?
<p>C. Revolution and Change in Russia—Causes and Impacts</p> <ol style="list-style-type: none"> 1. The Revolution of 1905 2. March Revolution and Provisional Government, 3. Bolshevik Revolution, 4. Lenin's Rule in Russia. 5. Stalin and the Rise of a Modern Totalitarian State: industrialization, command economy, collectivization, 6. Russification of Ethnic Republics, Reign of Terror, 7. Forced Famine in Ukraine 	2,3,4,5	Change Justice and Human Rights Political and Economic Systems	<p>TEACHER'S NOTE: Students should understand that Lenin and Stalin used the work of Marx to create a command economy.</p> <ul style="list-style-type: none"> - What were the causes of the Russian Revolution? - Why did a communist revolution occur in Russia rather than a more industrialized nation? - What steps did the communists take to industrialize the Soviet Union? - To what extent were the human rights of Russians and other ethnic and national groups respected by the Stalinist regime?
<p>D. Between the Wars</p> <ol style="list-style-type: none"> 1. Treaty of Versailles and the League of Nations 2. Modernization and Westernization of a Secular Turkey—Kemal Atatürk 3. Women's Suffrage Movement 4. Worldwide Depression - Causes and Impacts 5. The Weimar Republic and the Rise of Fascism as an Aftermath of World War I 6. Japanese Militarism and Expansion 7. Colonial Response to European Imperialism (Gandhi, Reza Khan, Chiang Kai-shek [Jiang Jieshi]) Case Studies: Zionism, Arab Nationalism, The Amitsar Massacre-Indian Nationalism 8. Arab Nationalism 	2,3,4,5	Justice and Human Rights Change Economic Systems	<ul style="list-style-type: none"> - To what extent did communism and fascism challenge liberal democratic traditions? - What role is Islamic fundamentalism playing in Turkey today?
<p>E. World War II- Causes and Impact</p> <ol style="list-style-type: none"> 1. The Nazi and Japanese States 2. The Nazi Holocaust: The Extermination of Jews, Poles, Other Slavs, Gypsies, Disabled, and Others 3. Nanjing, Bataan, Pearl Harbor 4. Impacts of Technology on Total War 5. Hiroshima and Nagasaki 6. Literature and Art 7. Global Spatial Arrangements—Post-World War II World 	1,2,3,4,5	Change Economic Systems Science and Technology	<ul style="list-style-type: none"> - What were the causes and consequences of World War II? - What roles did Churchill, Roosevelt, Stalin, Hitler, and Mussolini play in the outcome of World War II? - What roles did the individual citizen play in the Third Reich and in western democracies as nations moved toward war? - To what extent did science and technology redefine the latter half of the 20th century?

VIII. The 20th Century Since 1945

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
<p>A. Cold War Balance of Power</p> <ol style="list-style-type: none"> 1. The World in 1945: Physical Setting 2. Germany and Japanese Lessons from Their Wartime Experiences. The Adoption of Democratic Systems of Government 3. Emergence of the Super Powers 4. Political Climate of the Cold War <ol style="list-style-type: none"> a. Marshall Plan b. Truman Doctrine c. Berlin Airlift and a Divided Germany d. NATO Alliance/Warsaw Pact e. Hungarian Revolt f. Soviet Invasion of Czechoslovakia g. Nuclear Weapons and Space h. Surrogate Super Power Rivalries (Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala) i. The Role of the United Nations in the Cold War and Post Cold War Eras 	1,2,3,4,5	Political Systems	<p>TEACHER'S NOTE: Students should understand that the defeat of Germany and Japan in World War II had fundamental impacts upon the future political development of both these powers. Germany and Japan's new Constitutions reflect these wartime and post wartime experiences.</p> <ul style="list-style-type: none"> -What did Germany learn from its Holocaust experience? -What reasons can you pose for Germany's adoption of one of Europe's most liberal asylum laws? -What is the nature of Germany's diplomatic relations with Israel? -How was Japan's new Constitution developed?
<p>B. Economic Issues in the Cold War and Post-Cold War Era</p> <ol style="list-style-type: none"> 1. A Comparison of Market v. Command Economies (Western Europe v. Soviet Union) 2. Economic Development in Developing Nations Case Studies: India, Latin America, and Africa 3. Economic Recovery in Europe and Japan <ol style="list-style-type: none"> a. Western Germany becomes a Major Economic Power b. European Economic Community/Common Market/ European Union—Steps Toward European Integration? c. Occupation of Japan d. Japan Becomes an Economic Superpower 4. OPEC (Oil Crisis in the 70's) 5. Emergence of Pacific Rim Economies 	1,2,3,4,5	<p>Economic Systems</p> <p>Change</p>	<p>TEACHER'S NOTE: Students should understand that the Cold War was more than a military rivalry, it was a struggle for survival and supremacy by two basically different ideologies and economic systems.</p> <ul style="list-style-type: none"> - Why did the Cold War take place and what was its impact? - What role did science and technology play in this conflict? <p>Students should investigate Superpower rivalries in at least two different settings.</p> <ul style="list-style-type: none"> - Why did the United States play such a vital role in the economic recovery of Europe and Japan? - How has the global economy changed since 1945? - What impact did the failure of democracy in Germany in the 1930s and 1940s play in post-World War II Germany?
<p>C. Chinese Communist Revolution</p> <ol style="list-style-type: none"> 1. China: The Physical Setting 2. Communist Rise to Power 1936-1949 3. Communism under Mao Zedong <ol style="list-style-type: none"> a. Great Leap Forward b. The Cultural Revolution and the Red Guard c. United States Recognition of Communist China 4. Communism under Deng Xiaoping <ol style="list-style-type: none"> a. Economic Reforms—Four Modernizations <ol style="list-style-type: none"> 1 Limited Privatization 2 Foreign Investment b. Tiananmen Square c. Return of Hong Kong—July 1, 1997 5. The Role of Women in Communist China as Compared to the Role of Women in Dynastic China 	1,2,3,4,5		<p>TEACHER'S NOTE: Students should be given the opportunity to hypothesize about why democratic reforms failed in China and why Marxism was adopted. Like Russia, China was not an industrialized nation.</p> <ul style="list-style-type: none"> - What roles did such individuals as Chiang Kai-shek (Jiang Jieshi) and Mao Zedong play in the Communist Revolution in China? - How successful was Mao in meeting the needs of the Chinese? - Why were the Communists under Den Xiaoping willing to adopt elements of the West's market economies but not their concept of human rights? - What role does the citizen play in the Chinese Communist system? - What role will cities such as Hong Kong and Singapore play in the 21st Century global economy?

VIII. The 20th Century Since 1945, continued

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
G. Political Unrest in Latin America 1. Latin America: Physical Setting 2. Argentina a. Peron b. The Mothers of the Plaza De Maya 3. Fidel Castro's Cuban Revolution— Causes and Impact 4. Nicaragua and the Sandinistas 5. Guatemala and the Indigenous Indians	5		
H. Ethnic and Religious Tensions: An Analysis of Multiple Perspectives 1. Northern Ireland 2. Balkans: Serbs, Croats, and Muslims) 3. Middle East: Jews and Palestinians 4. India: Sihks, Tamils	2,4,5		- What factors might identify the nations listed as possible “Hot Spots” in the post-Cold War world? - What would you name the period since the collapse of communism in Eastern Europe? List 5 turning points in global history and explain why you selected them.
I. Post Cold War “Hot Spots” (North Korea, China, Russia, Mexico, Saudi Arabia, Zaire/Congo).	4,5		

IX. Global Connections and Interactions

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
A. Economic Trends 1. North/South Dichotomy: Issues of Development (Post Colonialism) the Shift from Mixed Economies to Market Economies a. Africa b. Latin America 2. Economic Decision Making in Developing Economies (India, Nigeria, Brazil, Egypt) 3. World Hunger 4. Drug Cartels	1,2,4 4	IEconomic Systems Geography	TEACHER’S NOTE: Students should understand that as global economic systems become more interdependent, economic decisions made in one nation or region have implications for all regions. Economic development for all nations depends upon a wise use of globally scarce resources. - What is meant by the term “post-colonialism”? - What is the relationship between former colonies and the nations that once controlled them? - On what basis are economic decisions being made in developing nations? In industrialized nations? (compare/contrast) - How has economic decision making become more global as the world economy becomes increasingly interdependent? -To what extent is the economic development of much of the world at odds with strategies being taken to protest the environment?
B. Modernization/Tradition: Finding a Balance 1. Japan 2. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria)	1,2,3,4,5	Change	In most societies there is a tension between tradition and modernization. Traditional societies that are modernizing frequently develop conflicts regarding the secularization of the political system and the assumption of non-traditional roles by men and women. Non-western nations often look to technology to resolve their social, political, and economic problems at the same time that they want to maintain their culture and values. - What problems are posed by increased modernization and urbanization in developing nations? Urbanization and population pressures are issues

IX. Global Connections and Interactions, continued

<i>Content</i>	<i>Standards(s)</i>	<i>Theme/Concepts</i>	<i>Connections</i>
C. Urbanization—Use and Distribution of Scarce Resources (Africa, India, Latin America)	3	Urbanization	<p>facing all nations. Students need to understand how nations use and distribute scarce resources. Urbanization, modernization, and industrialization are powerful agents of social change in developing nations.</p> <ul style="list-style-type: none"> - What factors determine whether or not a nation is overpopulated? - What strategies are nations taking to overcome the adverse aspects of urbanization and overpopulation? - What would Thomas Malthus have thought about the impacts of science and technology on life spans and health?
D. Role of the United Nations <ol style="list-style-type: none"> 1. Peacekeeper 2. Social and Economic Programs 	5		<p>The United Nations was created to prevent war and to fight against hunger, disease, and ignorance.</p> <ul style="list-style-type: none"> - How successful has the United Nations been in achieving its goals?
E. Patterns of Global Migrations <ol style="list-style-type: none"> 1. Turkish, Italian, and Russian Jew Immigration to Germany 2. North African Immigration to France 3. Latin American and Asian Immigration to the United States 4. African Migrations: Hutu and Tutsi 	3	Geography/ Movement of Peoples and Goods	<p>Students should be able to investigate the characteristics, distributions, and migrations of human populations on the Earth's surface.</p> <ul style="list-style-type: none"> - What patterns of migration are emerging in the late 20th century? - To what extent are these patterns global? <p>Students should be able to trace contemporary examples of ethnic tensions from their roots to their current status.</p> <ul style="list-style-type: none"> - What is the relationship between the migration of people and ethnic tensions? - What is the relationship between ethnic tensions and nationalism? - What roles have the United Nations and other governments played in defusing ethnic tensions?
F. Science and Technology <ol style="list-style-type: none"> 1. Information Society/Computer Revolution /Internet 2. Impact of Satellites 3. Green Revolution 4. Space Exploration 5. Literacy and Education 6. Medical Breakthroughs-disease control/life expectancy/ genetics 	1,2,3,4,5	Science and Technology Environment	
G. The Environment- Issues/Concerns <ol style="list-style-type: none"> 1. Pollution—Air, Water, Toxic Waste 2. Deforestation 3. Desertification 4. Nuclear Safety—Chernobyl 5. Endangered Species 	1,2,3,4,5	Interdependence Geography	
H. Population Pressures and Poverty—(China, India, Africa, and Latin America)	4	Justice and Human Rights	
I. International Terrorism —Current Examples	5		
J. Status of Women/Women's Rights	5		

Proposed Scope and Sequence: United States History and Government

WORKING DRAFT

UNITED STATES HISTORY REGENTS SPECIFICATIONS GRID

Percentage of Items by Standard and Unit

	US and NY History	World History	Geography	Economics	Civics	Total Range
Constitutional Foundations	10-14	0-4	0-2	0-2	10-14	15-30
Industrialization of the US	4-8	0-2	0-4	4-8	0-2	10-20
The Progressive Responses to Industrialization	4-8	0-2	0-2	0-4	0-4	10-15
At Home and Abroad: Prosperity and Depression	4-8	2-6	0-4	2-6	0-2	20-25
The US in the Age of Global Crisis	4-8	2-6	0-2	0-4	0-2	10-15
World in Uncertain Times 1950-1980	4-4	0-4	0-4	0-4	0-2	10-15
1980- Present	2-6	0-2	0-2	0-4	0-2	0-5
Connections	0-4	0-2	2-6	0-4	0-4	5-10
TOTAL % of multiple-choice	50-60	5-10	5-10	10-20	20-30	

UNIT ONE: United States Geography

Note: Sections A-1 to A-3 below are suggested as a combination overview/review of United States geography that would introduce this course. The other sections, A-4 to D-5, will be folded into the remaining scope and sequence.

I GEOGRAPHY

A. The Physical/Cultural Setting in the Americas	places and regions
1. Size and location	
2. Major zones/areas	physical systems
a. Climate zones	
b. Vegetation zones	
c. Agricultural areas	
d. Natural resources	
3. Factors that shaped the identity of the United States	physical systems
a. Major mountain ranges	
b. Major river systems	
c. Great Plains	
d. Atlantic/Pacific Oceans	
e. Coast Lines	
f. Climate	
4. Barriers to expansion/development	physical systems
a. Climate	
b. Mountain ranges	
c. Arid lands	
d. Great Plains	
B. Role/Influence of geography on historical/cultural development	environment and society
1. Influences on early Native American Indians	
2. Territorial expansion	
3. Impact during wartime	
4. Effect of location on United States Foreign policy	
C. Geographic issues today	uses of geography
1. Waste disposal	
2. Water/air pollution	
3. Shifting populations	
4. Energy usage	
5. Urban crisis	
D. Demographics	human systems
1. Characteristics	
a. Gender	
b. Age	
c. Ethnicity	
d. Religion	
e. Economic variables	
f. Nature of household	
g. Marital status	
2. Immigration	
3. Migration	diversity
4. Population relationships/trends since 1865	
a. Population Growth	

I GEOGRAPHY, continued

- b. Distribution
- c. Density
- 5. Current issues
 - a. Graying of America
 - b. Effects of the baby boom generation

change

UNIT TWO: CONSTITUTIONAL FOUNDATIONS FOR THE UNITED STATES DEMOCRATIC REPUBLIC

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY

- A. Historical foundations
 - 1. 17th and 18th century Enlightenment thought
 - a. European intellectuals (Locke, Montesquieu, Voltaire, Rousseau)
 - b. Key events (Magna Carta, Rights of Englishmen, English Bill of Rights, Glorious Revolution)
 - 2. Colonial experience
 - a. Mayflower Compact, Town Meetings, House of Burgesses, and Albany Plan of Union
 - b. New York State Constitution
 - 3. The Revolutionary War and the Declaration of Independence
 - 4. Articles of Confederation
- B. Constitutional Convention
 - 1. Representation and process
 - 2. Conflict and compromise
 - 3. The document: structure of government
 - 4. Ratification
 - a. The Federalist Papers—a New York activity with widespread influence
 - b. The Debate: Federalist and Anti-Federalist Arguments
- C. The Bill of Rights
- D. Basic Structure and Function: three branches and their operation
- E. Basic Constitutional Principles
 - National Power—limits and potentials
 - Federalism—the balance between nation and state
 - The Judiciary—interpreter of the Constitution or shaper of public policy
 - Civil Liberties—the balance between government and the individual
 - Criminal Liberties—the balance between the rights of the accused and protection of the community
 - Equality—its definition as a Constitutional value
 - The Rights of Women under the Constitution

citizenship and civics

civic values

government

citizenship and civics

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY, continued

<ul style="list-style-type: none">• The Rights of Ethnic and Racial Groups under the Constitution• Presidential Power in Wartime and in Foreign Affairs• The Separation of Powers and the Capacity to Govern• Avenues of Representation• Property Rights and Economic Policy• Constitutional Change and Flexibility	government
F. Implementing the New Constitutional Principles <ol style="list-style-type: none">1. Creating domestic stability through sound financial policies: Hamilton's financial plans2. Development of unwritten Constitutional government under Washington, Adams, and Jefferson: cabinet, political parties, suppressing rebellion, judicial review, executive and congressional interpretation, lobbying3. Neutrality and national security, Washington through Monroe: foreign affairs, establishing boundaries, improving internal transportation and communication<ol style="list-style-type: none">a. Neutrality: A key element of American foreign policy— influence of geographyb. Economic pressures as a tool of diplomacyc. War as a last resort, or excuse?d. Territorial expansion creating safe boundaries: Manifest Destinye. Grand doctrines which enunciate great principles and extend power	places and regions environment and society

II THE CONSTITUTION TESTED

A. Constitutional Stress and Crisis <ol style="list-style-type: none">1. Developing sectional differences and philosophies of government2. Equal rights and justice: expansion of franchise; search for minority rights; expansion of slavery; abolitionist movement; the Underground Railroad; denial of Native American Indian rights and land ownership3. The great constitutional debates: states rights versus Federal supremacy; the legal and moral arguments for and against slavery; preservation of the Union	decision-making diversity government
B. The Constitution in Jeopardy: The American Civil War <ol style="list-style-type: none">1. United States society divided2. Wartime measures: unity, stability, and security	

UNIT THREE: INDUSTRIALIZATION OF THE UNITED STATES

I THE RECONSTRUCTED NATION

A. Reconstruction Plans <ol style="list-style-type: none">1. Lincoln’s plan2. Congressional Reconstruction3. Post-Civil War amendments (13th, 14th, and 15th)4. Impeachment of Andrew Johnson5. The reconstructed nation and shifting relationships between the Federal government, state governments, and individual citizens	change
B. The North <ol style="list-style-type: none">1. Economic and technological stimuli of the Civil War2. Expanding world markets3. Developing labor needs	factors of production
C. The New South <ol style="list-style-type: none">1. Agriculture: land and labor2. Status of former slaves<ol style="list-style-type: none">a. Former slaves experienced limited economic opportunity and many restrictions of political rightsb. The migration of African-Americans to the North3. Struggle for political control in the New South4. Supreme Court interpretations of the 14th Amendment5. The emerging debate over “proper” role of African-Americans (Booker T. Washington, W.E.B. DuBois)	places and regions change
D. End of Reconstruction <ol style="list-style-type: none">1. Disputed election of 18762. End of military occupation3. Restoration of white control in the South (1870s and 1880s)4. <i>Plessy v. Ferguson</i> (1896), “separate but equal”	
E. The Impact of the Civil War and Reconstruction: Summary <ol style="list-style-type: none">1. On political alignments2. On the nature of citizenship3. On Federal-State relations4. On the development of the North as an industrial power5. On American society	citizenship environment and society

II THE RISE OF AMERICAN BUSINESS, INDUSTRY, AND LABOR, 1865-1920

A. Pre-Civil War Industrial Growth: A Review of Textile and Iron Industries <ol style="list-style-type: none">1. In the development of industry, the United States had advantages, such as abundant natural resources and excellent transportation potential	needs and wants factors of production
B. Business Organization: Size and Structure, Rise of Monopolies <ol style="list-style-type: none">1. Proprietorships, partnerships2. Organizational changes	factors of production human systems

II THE RISE OF AMERICAN BUSINESS, INDUSTRY, AND LABOR, 1865-1920, continued

<ul style="list-style-type: none"> a. Incorporation b. Capital concentration; consolidation c. Expanding markets: national and international d. Merchandising changes, department stores, mail order catalogs 	
<p>C. Major Areas of Growth in Business and Industry (in each of the growth areas below, review conditions in that industry prior to 1860 and, where appropriate, the impact of the Civil War upon technology, and the growth of industrial strength)</p> <ul style="list-style-type: none"> 1. Transportation: railroads and automobiles; urban transportation 2. Building materials: steel 3. Energy sources: coal, oil, electricity 4. Communications: telegraph, telephone 	<p>technology</p> <p>physical systems</p>
<p>D. Representative Entrepreneurs: Case Studies in Concentrated Wealth and Effort (other personalities may be substituted; local examples of enterprise should also be used)</p> <ul style="list-style-type: none"> 1. John D. Rockefeller: oil; Andrew Carnegie: steel; Ford: auto 2. Work ethic: Cotton Mather to Horatio Alger 3. Conflict between public good and private gain, e.g., use of resources 	<p>needs and wants</p>
<p>E. New Business and Government Practices: Popular and Government Responses</p> <ul style="list-style-type: none"> 1. Laissez-faire and government support; interpretation of 14th Amendment by Supreme Court 2. Competition and absorption: mergers and trusts 3. Railroad “pooling”; rate inequities; railroad regulation: state and national I.C.C. 4. <i>Munn v. Illinois</i>, 1876; Sherman Anti-Trust Act, 1890 	<p>economic systems</p>
<p>F. Labor Unionization</p> <ul style="list-style-type: none"> 1. Efforts at national labor unions: Knights of Labor (1869); A.F.of L. (1881-86), I.L.G.W.U. (1900) <ul style="list-style-type: none"> a. “Bread and butter” objectives b. Unions and social issues (education) c. Attitudes toward immigrants, African-American, women d. Union leadership (Gompers) 2. Struggle and conflict <ul style="list-style-type: none"> a. Major strikes: gains and losses—Homestead, Pullman, Lawrence b. Management’s position c. Weapons or tactics employed in disputes both labor and management d. Attitude and role of government 	<p>factors of production</p> <p>diversity</p>

III ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES

A. Impact of Industrialization	culture
1. Urban growth	
a. Attractions: jobs, education, culture, public education system	
b. Problems (slums, increased crime, inadequate water and sanitation services)	empathy
c. Skyscrapers and elevators; tenements and walk-ups	
d. Social Darwinism, “getting and spending”, increased class division, conspicuous consumption, social conscience, philanthropy	
2. Work and workers	
a. Factories and people—Immigrant Patterns of Settlement	factors of production
b. Geographic, economic, social, and political considerations	
c. Working conditions: “wage slavery”	
d. Living conditions: company towns and urban slums	
e. Significance of ethnic and racial impacts on worker population and the labor movement	diversity
3. Women, families, and work	
a. Traditional roles—Victorian ideal and reality	identity
b. Outside and inside their homes: double drudgery	
c. Jobs for domestics, laundresses, and textile workers; technology brought jobs as telephone operators and typists	
d. Emerging family patterns: two wage earners, broken homes	
e. Problems of child labor, elderly, disabled, and African-American women	
• Case Study: Child Labor	
f. Role of religion in a pluralistic society	culture
• Religious tolerance develops slowly	
• Puritan beliefs and values influenced our historical development	
4. The growing middle class (consumerism and its material benefits and effects)	
5. Art and literature (Mark Twain and penny dailies)	
B. The Immigrant and Changing Patterns	culture
1. Early colonization and “old” immigration (1609-1860)	
Immigration as a source of rich Cultural Pluralism in the United States	
a. Motivations for immigration (northern and western Europe)	identity
b. Case Studies: Mass starvation in Ireland (1845-1850), German immigration	
c. Free and indentured status: Chinese labor and the transcontinental railroad	
d. African immigration: forced slavery—Assimilation problems for non-white Americans	diversity
e. Nativist reactions: Know-Nothing party	
f. Absorption by conquest and annexation (French Acadians, Mexican/Hispanic)	
g. Ethnic and geographic distribution: ca. 1870	

III ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES, continued

<p>2. Immigration, 1850-1924</p> <ul style="list-style-type: none"> a. New sources: eastern/southern Europe; Asia—the “New Ethnicity” <ul style="list-style-type: none"> • Case Studies: Italian Immigration, Chinese immigration (1850-1924, West to East migration), Russian/Jewish immigration b. The impulses abroad c. The attractions here: labor shortages, liberty, and freedoms d. Urbanization: ghettos e. “Americanization” process f. Impacts on family, religion, education and politics g. Contributions to American society <ul style="list-style-type: none"> • Diversity of the United States population 	diversity
<p>3. Reactions to the “new” immigration</p> <ul style="list-style-type: none"> a. Cultural pluralism: assimilation (Americanization), acculturation (“melting pot” or cultural pluralism) or both b. Nativist reactions: stereotyping and prejudice c. Impact on African-Americans and other established minorities d. “Yellow Peril,” West Coast restrictions e. Literacy testing, 1917 f. The “Red Scare” g. Quota Acts of 1921 and 1924 	change
<p>C. The Last Frontier (1850-1890)</p>	culture
<ul style="list-style-type: none"> 1. The frontier as idea and reality: 1607-present 2. Land west of the Mississippi <ul style="list-style-type: none"> a. Rolling plains and the Great American Desert b. Native American Indian Nations; concept of oneness with the environment c. The Homestead Act, 1862 and the settlement of the West 	citizenship and civic life
<ul style="list-style-type: none"> 3. The impact of industrialization <ul style="list-style-type: none"> a. Improved transportation facilitated shipping of foodstuffs and migration of population b. Western migration of immigrants c. Potential for investment: development of key urban centers 	environment and society
<ul style="list-style-type: none"> 4. Native American Indians: status since 1607 <ul style="list-style-type: none"> a. Pressures of advancing white settlement: differing views of land use and ownership b. Treaties and legal status c. The Indian Wars: 1850-1900 d. Legislating Indian life: reservations; Dawes Act (1887) 	human systems
<ul style="list-style-type: none"> 5. Agrarian protest <ul style="list-style-type: none"> a. The Grange movement as agrarian protest b. Populism: a political response—William Jennings Bryan and the election of 1896 <ul style="list-style-type: none"> • Case Study: The populists as a grass roots political party c. National government response: Interstate Commerce Commission, Sherman Anti-trust Act (1896) 	technology
	diversity
	human systems citizenship
	government

UNIT FOUR: THE PROGRESSIVE MOVEMENT: RESPONSES TO THE CHALLENGES BROUGHT ABOUT BY INDUSTRIALIZATION AND URBANIZATION

I REFORM IN AMERICA

<p>A. Pressures for Reform</p> <ol style="list-style-type: none"> 1. Effects of developing technologies and their social, ethical and moral impact 2. Struggle for fair standards of business operation and working conditions 3. Increasing inequities between wealth and poverty 4. Rising power and influence of the middle class 	<p>technology</p>
<p>B. Progress: Social and Economic Reform and Consumer Protection</p> <ol style="list-style-type: none"> 1. The “Muckrakers” and reform <ol style="list-style-type: none"> a. Magazine writers (Steffens, Tarbell) b. Novelists (Norris, Sinclair) c. Legislative (Pure Food and Drug Act, Meat Inspection Act) 2. Other areas of concern <ol style="list-style-type: none"> a. Social settlement movement and the problems of poverty (Jacob Riis, Jane Addams) b. Women’s rights and efforts for peace <ul style="list-style-type: none"> • The suffrage movement (Stanton, Anthony); Seneca Falls • Beginnings of fight for birth control (Margaret Sanger) • Peace movement c. The black movement and reform (Washington and DuBois) <ul style="list-style-type: none"> • Formation of N.A.A.C.P. (1912) • Ida Wells (anti-lynching) • Marcus Garvey d. Temperance/prohibition e. Formation of Anti-Defamation League (1913) 	<p>culture</p> <p>identity</p> <p>diversity</p>
<p>C. Progressivism and Government Action</p> <ol style="list-style-type: none"> 1. Emerging progressive movement: political reform <ul style="list-style-type: none"> • Influence of America’s Urban middle class <ol style="list-style-type: none"> a. Municipal and state reform <ul style="list-style-type: none"> • Municipal reform: response to urban problems • Sudden growth and needed services b. Progressive state reform: e.g., Wisconsin (Robert LaFollette), New York (Theodore Roosevelt), Massachusetts: initiative, referendum, recall; economic, social, environmental reforms 2. Theodore Roosevelt and the “Square Deal” <ol style="list-style-type: none"> a. The stewardship theory of the Presidency b. Legislation strengthening railroad regulation and consumer protection c. “Trust-busting” court cases (rule of reason): Standard Oil 	<p>government</p> <p>civic values</p> <p>government</p>

I REFORM IN AMERICA, continued

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| <ol style="list-style-type: none"> 3. Conservation <ol style="list-style-type: none"> a. Teddy Roosevelt’s concern for nature, land and resources b. Federal legislation and projects: effects on states’ limits c. Roles of Gifford Pinchot and John Muir 4. Woodrow Wilson and the New Freedom <ol style="list-style-type: none"> a. Progressivism at its zenith; the 1912 election: Taft, Roosevelt, Wilson b. The Underwood Tariff and the graduated income tax c. Clayton Antitrust Act and the Federal Trade Commission d. The Federal Reserve System (monetary controls) e. Women’s suffrage amendment 5. World War I: effect on domestic reform | <p>environment and society</p> <p>civic values</p> |
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II AMERICA REACHING OUT

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| <ol style="list-style-type: none"> A. An Emerging Global Involvement <ol style="list-style-type: none"> 1. Manifest Destiny and expansion to the Pacific Ocean <ol style="list-style-type: none"> a. Perry and the “opening” of Japan; Japanese reaction, 1854-1900 b. The China trade: Chinese interests since colonial times c. Chinese-Americans - role in American society 2. Other Pacific overtures <ol style="list-style-type: none"> a. United States and China; the Chinese perspective (Boxer Rebellion) b. The Open Door Policy c. Acquisition of Hawaii d. Naval bases: Samoa 3. Imperialism: the Spanish-American War <ol style="list-style-type: none"> a. Review of Monroe Doctrine (1823-1898) b. United States empire—Puerto Rico; Cuban protectorate (the Platt Amendment) <ul style="list-style-type: none"> • Acquisition of the Philippines: “the great debate” • Disposition of territories • Constitutional issues 4. Latin American affairs <ol style="list-style-type: none"> a. West Indies protectorates (“the big stick”) b. Panama Canal: acquisition and construction; Canal retrocession treaty c. Monroe Doctrine update (Roosevelt Corollary): the view from Latin America d. Taft and dollar diplomacy B. Restraint and Involvement: 1914-1920 <ol style="list-style-type: none"> 1. United States involvement <ol style="list-style-type: none"> a. Efforts at neutrality and “preparedness” b. Causes of United States entry into World War I c. United States role in the war d. United States reaction to the Russian Revolution C. Wartime Constitutional Issues <ol style="list-style-type: none"> 1. War opposition and patriotism: the draft issue 2. Espionage and sedition acts 3. <i>Schenck v. United States</i> (1919), clear and present danger doctrine | <p>places and regions</p> <p>change</p> <p>change</p> <p>interdependence</p> <p>change</p> <p>government</p> <p>citizenship and civic life</p> |
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II AMERICA REACHING OUT, continued

4. Red scare - 1918-1919	
D. The Search for Peace and Arms Control: 1914-1930	human rights
1. The peace movement: Women's International League for Peace and Freedom	
2. War aims: the "14 Points"	
3. Versailles Treaty: Wilson's role	
4. League of Nations: Henry Cabot Lodge and the United States Senate rejection	
5. Washington Naval Disarmament Conference (1920's)	
6. Reparations and war debts (United States as a world banker)	
7. Kellogg-Briand Pact (1928)	
8. Establishment of the World Court	

UNIT FIVE: AT HOME AND ABROAD: PROSPERITY AND DEPRESSION, 1917-1940

I WAR AND PROSPERITY: 1917-1929

A. Impact of war	diversity
1. War's effects on gender roles, and on African-Americans, and other minority groups	
2. Case study: Movement of southern Black Americans to northern cities	
3. Reconversion and "normalcy": 1918-1921	
B. The Twenties: Business Boom or False Prosperity?	factors of production
1. Post-World War I recession	
2. Avarice and scandal: Teapot Dome	
3. Coolidge prosperity; not for everyone	
4. Problems on the farm:	
a. Expansion, mortgages and advancing technology	
b. Farmers and minorities fail to share in economic benefit	
5. Speculative boom: the "Big Bull Market"	
C. Mass Consumption and the Clash of Cultural Values	culture needs and wants
1. Mass consumption	
a. The automobile: new industries, products and services	
b. Installment buying: consumer durable goods (appliances)	
c. Real estate boom and suburban development; its economic and geographic implications: decline of trolleys and trains, improvement of roads	
• The emergence of new regional, political, and economic units	technology
d. Entertainment: radio; motion pictures; advertising and cultural homogenization	
2. Constitutional and legal issues	citizenship and civic life
a. Threats to civil liberties: Red Scare, Ku Klux Klan and Sacco and Vanzetti	

I WAR AND PROSPERITY: 1917-1929, continued

- b. Prohibition and the Volstead Act: stimulus to crime, public attitudes, repeal (21st Amendment)
- c. Science, religion and education: the Scopes trial (1925)
- d. Legal status of American Indians, 1887-1970: citizenship, 1924, self-government, 1934, self-determination, 1970
- e. Restrictions on immigration: closing the Golden Door
- 3. Shifting cultural values
 - a. Revolution in morals and manners: fads, flappers and Freud
 - b. Women's changing roles
 - Effect of World War I
 - Involvement in the political process: the 19th Amendment
 - Health and working conditions
 - Women in the work force
 - Emerging role: emphasis on wife rather than mother
 - c. The literary scene
 - Sinclair Lewis, Ernest Hemingway, Langston Hughes, Edith Wharton, Willa Cather, and F. Scott Fitzgerald
 - The Harlem Renaissance

culture

diversity

identity

II THE GREAT DEPRESSION

- A. Onset of the Depression
 - 1. Weakness in the economy
 - a. Overproduction/underconsumption (maldistribution of wealth)
 - b. Overexpansion of credit (e.g., buying stock on margin)
 - 2. The stock market crash
 - a. Worldwide nature—Growing financial interdependence
 - b. Interdependent banking systems
 - c. International trade
 - d. Political repercussions
 - 3. The Hoover response
 - a. Rugged individualism; “trickle down” economics
 - b. Reconstruction Finance Corporation
 - 4. Unemployment, the Bonus Army, Hoovervilles; impact on women and minorities
- B. Franklin D. Roosevelt and the New Deal: Relief, Recovery and Reform Programs
 - 1. Relief of human suffering
 - a. Bank “holiday”; Emergency Banking Act
 - b. Federal Emergency Relief Act
 - c. Unemployment: WPA, PWA, CCC; troubling equity issues
 - 2. Recovery of the United States economy
 - a. NRA: “codes of fair competition”
 - b. Mortgage relief: HOLC; FHA
 - c. First and second AAA, scarcity and parity
 - 3. Search for effective reform (program examples)
 - a. Banking: Glass-Steagall Act (FDIC)

factors of production
scarcity

economic systems

diversity

government

decision-making

economic systems
needs and wants

II THE GREAT DEPRESSION, continued

<ul style="list-style-type: none"> b. Stock market: SEC c. Social Security d. Labor <ul style="list-style-type: none"> • Wagner Act (NLRB) • Labor Standards Act 	government	
<ul style="list-style-type: none"> 4. Labor's response: Formation of C.I.O. 5. Controversial aspects of the New Deal <ul style="list-style-type: none"> a. Constitutional issues <ul style="list-style-type: none"> • Supreme Court and the <i>NRA</i> (<i>Schechter Poultry Corp. v. United States</i>, 1935) • Supreme Court and the AAA • TVA: model yardstick or creeping socialism b. 1936 election "mandate" c. Roosevelt's "court-packing" proposal d. 1940: third-term controversy (the unwritten Constitution) e. Passage of the 22nd Amendment (1951) 		
<ul style="list-style-type: none"> 6. The human factor <ul style="list-style-type: none"> a. FDR as communicator and his efforts to restore public confidence; press conferences, "fireside chats," and effective use of the radio b. Eleanor Roosevelt as the President's eyes and ears c. The Dust Bowl and the Okies d. The New Deal and women (Frances Perkins) e. The New Deal and minorities (shift in African-American vote) f. Indian Reorganization Act (1934) 		culture
<ul style="list-style-type: none"> 7. Culture of the Depression <ul style="list-style-type: none"> a. Literature: John Steinbeck and Langston Hughes b. Music: jazz, swing (big bands) c. Art: WPA, fine arts, Hollywood, comic books 		diversity
<ul style="list-style-type: none"> 8. Opposition to the New Deal: Al Smith, Norman Thomas, Huey Long, Father Coughlin, Dr. Townsend 		culture

UNIT SIX: THE UNITED STATES IN AN AGE OF GLOBAL CRISIS: RESPONSIBILITY AND COOPERATION

I PEACE IN PERIL: 1933-1950

<ul style="list-style-type: none"> A. Isolation and Neutrality <ul style="list-style-type: none"> 1. Public attitudes of disillusion and pacifism 2. Neutrality Acts of 1935-37 3. Spanish Civil War: testing war technology and ideology 4. FDR's "quarantine" speech (1937) 	interdependence
<ul style="list-style-type: none"> B. Failure of Peace; Triumph of Aggression <ul style="list-style-type: none"> 1. Aggressions of Germany, Italy, Japan: 1932-1940 2. Appeasement: The Munich Conference (1938) 3. German attack on Poland; Start of World War II 4. Gradual United States involvement <ul style="list-style-type: none"> a. Neutrality Act of 1939 ("cash and carry") 	world in spatial terms
	places and regions
	interdependence

I PEACE IN PERIL: 1933-1950, continued

<ul style="list-style-type: none"> b. Lend-Lease Act and 50 overage destroyers deal c. The moral dimension: The Atlantic Charter (August 1941) 	
<ul style="list-style-type: none"> C. The United States in World War II <ul style="list-style-type: none"> 1. Pearl Harbor 2. The human dimensions of the war <ul style="list-style-type: none"> a. The “arsenal of democracy” (feats of productivity) b. Role of women: WACs; Rosie the Riveter; return of the retired c. Mobilization: the draft; minority issues d. Financing the war: war bond drives; Hollywood goes to war e. Rationing f. Experiences of men and women in military service 3. Allied strategy and leadership 4. The atomic bomb <ul style="list-style-type: none"> a. The Manhattan Project (role of refugees) b. Truman’s decision to use the atomic bomb against Japan: Hiroshima and Nagasaki c. United States occupation of Japan; the “MacArthur Constitution” d. Japanese war crime trials 5. The war’s impact on minorities <ul style="list-style-type: none"> a. Incarceration of West Coast Japanese-Americans; Executive Order 9066; <i>Korematsu v. United States</i> (1944) b. Extent of racially integrated units in the military c. The Nazi Holocaust: United States and world reactions d. The Nuremberg war crimes trials; later trials of other Nazi criminals, e.g., Eichmann, Barbie 6. Demobilization <ul style="list-style-type: none"> a. Inflation and strikes b. The “G.I. Bill”; impact on education and housing c. Truman’s Fair Deal d. Partisan problems with Congress e. Minorities continued to find it difficult to obtain fair practices in housing, employment, education f. Upset election of 1948; Truman v. Dewey 	<p>culture</p> <p>choice decision making</p> <p>diversity</p> <p>human rights</p> <p>change</p> <p>diversity</p>

II PEACE WITH PROBLEMS: 1945-1960

<ul style="list-style-type: none"> A. International Peace Efforts <ul style="list-style-type: none"> 1. Formation of the United Nations 2. United Nations Universal Declaration of Human Rights <ul style="list-style-type: none"> a. Eleanor Roosevelt’s role b. Senate response 3. Displaced persons: refugee efforts 	<p>human rights</p>
<ul style="list-style-type: none"> B. Expansion and Containment: Europe <ul style="list-style-type: none"> 1. Summitry: Yalta and Potsdam, establishing “spheres of influence” 2. The Iron Curtain: Winston Churchill 3. The Truman Doctrine: Greece and Turkey 	<p>places and regions</p> <p>interdependence</p>

II PEACE WITH PROBLEMS: 1945-1960, continued

<ol style="list-style-type: none">4. The Marshall Plan<ol style="list-style-type: none">a. Aid for Europeb. The Common Marketc. European Parliament5. Berlin Blockade airlift6. Formation of NATO alliance	
<p>C. Containment in Asia, Africa, and Latin America</p> <ol style="list-style-type: none">1. The United States and Japan<ol style="list-style-type: none">a. Separate peace treaty (1951)b. Reconstruction of Japan2. The United States and China<ol style="list-style-type: none">a. Rise to power of Mao Zedong and the People's Republic of Chinab. Chiang Kai-shek to Taiwan (1949)3. USSR tests an A-bomb (1949)4. The "Hot War" in Asia: Korean War<ol style="list-style-type: none">a. The Yalu River: China enters the warb. United Nations efforts: MacArthur, Truman and "limited war"c. Stalemate and truce (1953)5. Point four aid: African, Asia, Latin America	world in spatial terms
<p>D. The "Cold War" at home</p> <ol style="list-style-type: none">1. Truman and government loyalty checks<ul style="list-style-type: none">• Case studies: The Smith Act and the House Un-American Activities Committee (<i>Watkins v. United States</i>, 1957); The Alger Hiss case (1950); the Rosenberg trial (1950)2. Loyalty and dissent: the case of Robert Oppenheimer3. McCarthyism	interdependence citizenship and civic life

UNIT SEVEN: WORLD IN UNCERTAIN TIMES: 1950-PRESENT

I TOWARD A POSTINDUSTRIAL WORLD: LIVING IN A GLOBAL AGE

<p>A. Within the United States, changing:</p> <ol style="list-style-type: none">1. Energy sources (nuclear power)2. Materials (plastics, light metals)3. Technology (computers)4. Corporate structures (multinational corporations)5. Nature of employment (agriculture to industry to service)6. Problems (waste disposal, air/water pollution, growing energy usage, depleting resources e.g., domestic oil supply)	technology environment
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III DECADE OF CHANGE: 1960s, continued

<ul style="list-style-type: none"> • March on Washington 	
2. Movement for rights of disabled citizens	citizenship and civic life
<ul style="list-style-type: none"> a. Background <ul style="list-style-type: none"> • Historic attitude that disabled were defective • Emergence of humanitarian view in 19th century - development of large institutions • Development of the concept of normalization - early 20th century programs of education and training b. Kennedy administration, 1961-63 - beginning awareness, changing attitudes <ul style="list-style-type: none"> • President's Council on Mental Retardation • Special Olympics c. Litigation and Legislation; 1960 - present <ul style="list-style-type: none"> • Education of the Handicapped Act - 1966 • Education for All Handicapped Children Act - 1971 • Rehabilitation Act of 1973 - Section 504 • Citizens with Disabilities Act - 1990 d. Dependence to Independence <ul style="list-style-type: none"> • Activism by disabled veterans • De-institutionalization • Mainstreaming 	diversity
3. Foreign policy actions	empathy
<ul style="list-style-type: none"> a. Latin American overtures <ul style="list-style-type: none"> • Bay of Pigs invasion • Cuban missile crisis • Alliance for Progress b. Vienna Summit/Berlin Wall c. Peace Corps d. Launching the race to the moon e. Nuclear Test Ban Treaty 1963, 1967; "Hot Line" established 	interdependence places and regions
4. Assassination in Dallas	environment and society
B. Johnson and the Great Society	
1. Expanding on the Kennedy social programs	culture
<ul style="list-style-type: none"> a. War on Poverty; VISTA b. Medicare c. Federal aid to education d. Environmental issues and concerns 	
2. The moon landing: the challenge of space exploration	civic values
3. Continued demands for equality: black civil rights movement	diversity
<ul style="list-style-type: none"> a. Black protest, pride and power <ul style="list-style-type: none"> • N.A.A.C.P. (National Association for the Advancement of Colored People): legal judicial leadership, Urban League b. Case Studies: <ul style="list-style-type: none"> • S.N.C.C (Student Nonviolent Coordinating Committee): sit-in movement among college students • S.C.L.C. (Southern Christian Leadership Conference): promote nonviolent resistance, sit-ins, boycotts • C.O.R.E. (Congress of Racial Equality): "Freedom Riders" • Testing of segregation laws 	civic values

III DECADE OF CHANGE: 1960s, continued

<ul style="list-style-type: none"> • Others: Black Muslims; prominence of Malcolm X: advocating separation of races, separate state in the United States • Civil unrest: Watts riot, 1965 as example; Kerner Commission • Assassinations of Malcolm X, Robert Kennedy, Martin Luther King, Jr. 	civic values
<p>b. Legislative impact</p> <ul style="list-style-type: none"> • Truman and civil rights • <i>Brown v. Board of Education of Topeka</i>, 1954 • Civil Rights Acts of 1957, 1964, modifications since 1964 • Voting Rights Act, 1965 • 24th Amendment (eliminating poll tax) • Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel accommodations; voting rights; educational equity 	citizenship and civic life
<p>4. Demands for equality: women</p> <p>a. The modern women's movement</p> <ul style="list-style-type: none"> • Kennedy Commission and the Civil Rights Act, 1963-64 • NOW (1966) to present • Title IX - equal educational access (1972) <p>b. Issues</p> <ul style="list-style-type: none"> • Shifting roles and images • Equal Rights Amendment (failure to ratify) • <i>Roe v. Wade</i> (1973) • Equality in the workplace: compensation, the glass ceiling • Increasing domestic abuse 	diversity
<p>5. Rising consciousness of Hispanic Americans</p> <p>a. "Brown Power" movement</p> <p>b. Organizing farm labor</p> <p>c. Cuban and Haitian immigration</p> <p>d. Increasing presence in American politics</p>	identity
<p>6. Demands for equality: American Indian Movement (AIM) and other protests</p> <p>a. Occupation of Alcatraz</p> <p>b. The Long March</p> <p>c. Wounded Knee, 1973</p>	diversity
<p>7. Rights of the accused</p> <p>a. <i>Gideon v. Wainwright</i> (1963)</p> <p>b. <i>Escobedo v. Illinois</i> (1964)</p> <p>c. <i>Miranda v. Arizona</i> (1966)</p>	civic values
<p>8. Legislative reapportionment: <i>Baker v. Carr</i> (1962)</p>	

IV THE LIMITS OF POWER: TURMOIL AT HOME AND ABROAD, 1965-1972

<p>A. Vietnam: Sacrifice and Turmoil</p> <ol style="list-style-type: none"> 1. The French-Indo Chinese War: early United States involvement; Eisenhower and Kennedy policies (review how foreign policy is formulated) 2. United States and the spread of communism; domino theory 3. Concept of Guerrilla warfare 4. Student protests at home <ol style="list-style-type: none"> a. Draft protesters b. Political radicals: protests, Students for a Democratic Society (SDS), anti-war c. Cultural radicals: hippies and communalists 5. President Johnson's decision not to seek reelection <ol style="list-style-type: none"> a. The Democratic Convention of 1968: war protesters disrupt proceedings b. Impact of the war on society <ul style="list-style-type: none"> • Inroads on the social programs of the Great Society • Crisis of confidence in authority • War Powers Act (1973): curtailing the powers of the President 	<p>places and regions</p> <p>culture</p> <p>choice</p>
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V THE TREND TOWARD CONSERVATISM, 1972-1985

<p>A. Nixon as President, 1969-74</p> <ol style="list-style-type: none"> 1. Domestic policies and events <ol style="list-style-type: none"> a. Dismantling the Great Society b. The moon landing c. Self-determination for American Indians, 1970 2. Nixon's internationalism <ol style="list-style-type: none"> a. Henry Kissinger and realpolitik <ul style="list-style-type: none"> • Withdrawal from Vietnam and Cambodia; peace talks • Nixon Doctrine • Opening to China • Detente: SALT and grain 3. The "Imperial Presidency" in trouble <ol style="list-style-type: none"> a. Resignation of Spiro Agnew b. Watergate affair and its constitutional implications c. (<i>Nixon v. The United States</i>, 1974) d. The impeachment process and resignation <p>B. The Ford and Carter Presidencies</p> <ol style="list-style-type: none"> 1. The appointive Presidency: Ford and Rockefeller (the Constitutional aspects) 2. Domestic policy issues <ol style="list-style-type: none"> a. Pardon for Nixon and amnesty for draft evaders b. Oil crisis: shifting energy priorities c. Environmental concerns <ul style="list-style-type: none"> • Three Mile Island • Acid rain • Toxic waste • Environmental Protection Agency (1970) 	<p>change</p> <p>choice decision-making</p> <p>environment and society</p>
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V THE TREND TOWARD CONSERVATISM, 1972-1985, continued

<ul style="list-style-type: none"> 3. Foreign policy issues <ul style="list-style-type: none"> a. Oil crisis: Middle East in turmoil b. The Afghanistan invasion: Olympics and grain—diplomatic weapons c. Middle East mediation: Camp David Agreements d. Iranian hostage crisis: 1979-1981 	interdependence
<ul style="list-style-type: none"> C. Reagan and Bush, The “New” Federalism <ul style="list-style-type: none"> 1. Volunteerism 2. Supply-side economics 3. Tax policy and deficits 4. Environmental and civil rights policies 5. Effects on minorities 	economic systems
<ul style="list-style-type: none"> D. New Approaches to Old Problems <ul style="list-style-type: none"> 1. Feast and famine: the farmer’s dilemma 2. The problems of poverty in an affluent society—“the underclass” 3. The “new” immigrants; (Immigration Reform and Control Act of 1986) 4. Changing Demographic Patterns (Growing numbers of elderly) 	
<ul style="list-style-type: none"> E. Renewed United States Power Image <ul style="list-style-type: none"> 1. Central America and the Caribbean: debt and stability 2. Middle East: war and hostages 	human systems
<ul style="list-style-type: none"> F. Trade imbalance and divesting <ul style="list-style-type: none"> 1. Japan: trade imbalance 2. United States and South Africa 	interdependence
<ul style="list-style-type: none"> G. United States—Soviet Relations <ul style="list-style-type: none"> 1. Gorbachev and Soviet relations 2. “Star Wars” and arms limitations efforts 	government

VI APPROACHING THE NEXT CENTURY 1986 -

<ul style="list-style-type: none"> H. Iran-Contra 	
<ul style="list-style-type: none"> A. The Bush Presidency <ul style="list-style-type: none"> 1. The elections of 1988, 1990, and 1992 <ul style="list-style-type: none"> a. Effects of demographics b. Rise of a third party c. Increasing influence of political action committees 2. Domestic issues <ul style="list-style-type: none"> a. Environmental concerns b. Immigration issues c. Savings and Loan Scandal d. Social problems <ul style="list-style-type: none"> • Drug abuse • Homelessness • Gang violence 	human systems
	environment and society culture

VI APPROACHING THE NEXT CENTURY 1986 -, continued

- Health issues

interdependence

government

needs and wants

places and regions

interdependence

Grade 12 Social Studies

The curriculum for grade 12 social studies continues to focus on two major areas:

- 1) **Participation on Government**
- 2) **Economics and Economic Decision Making**

Since the content outlines have not changed in these subjects, the syllabi have not been reprinted in this document. Brief descriptions of each of these courses follow.

Grade 12 Social Studies: Participation in Government

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen.

Course content will:

- be interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school
- be related to problems or issues addressed by students, i.e., content in the form of data, facts, or knowledge may vary from school to school, but real and substantive issues at the local, State, national, and global levels should be integrated to the program
- be in the form of intellectual processes or operations necessary to deal with data generated by problems or issues addressed, i.e., the substance of the course.

In addition, the term *participation* must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom.

Grade 12 Social Studies: Economics and Economic Decision Making

The study of economics in grade 12 should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to be used with all students, emphasizes rational decision-making, and encourages students to become wiser consumers as well as better citizens. Teachers will provide for different student needs by selecting appropriate instructional materials and learning strategies.