

The State Education Department

The University of the State of New York

# **New York**

## **State K-8**

# **Social Studies Framework**

Revised February 2017



## ***We the People* Curriculum Crosswalk for: New York State Social Studies Framework - Grade 4**

Usage: This correlation guide offers a crosswalk between the New York Social Studies Framework for Grade 4 and the Level 1 [\*We the People\* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



Center for Civic Education

## Grade 4



## Grade 4: New York State and Local History and Government

Grade 4 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. Teachers are encouraged to make and teach local connections throughout the course. The course is divided into seven Key Ideas that span the State's history from before the European colonial era to the modern period. The Key Ideas allow teachers to make connections to present-day New York State and the local community.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 4.4 Government and 4.6 Westward Movement and Industrialization.

### **4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.** (Standard: 3; Theme: GEO)

- 4.1 a Physical and thematic maps can be used to explore New York State's diverse geography.
- ☐ Students will be able to identify and map New York State's major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water, such as the Atlantic Ocean and Long Island Sound.
  - ☐ Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate.
- 4.1 b New York State can be represented using a political map that shows cities, capitals, and boundaries.
- ☐ Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community.
  - ☐ Students will examine the location of the capital of New York State and the major cities of New York State in relation to their home community, using directionality, and latitude and longitude coordinates.
  - ☐ Students will use maps of a variety of scales including a map of the United States and the world to identify and locate the country and states that border New York State.

### **4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.** (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

- 4.2 a Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- ☐ Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations.
  - ☐ Students will investigate how Native Americans such as the Haudenosaunee (Iroquois) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.
- 4.2 b Native American groups developed specific patterns of organization and governance to manage their



societies.

- ☐ Students will compare and contrast the patterns of organization and governance of Native American groups such as the Haudenosaunee (Iroquois) and Munsees, including matrilineal clan structure, decision-making processes, and record keeping, with a focus on local Native American groups.

4.2 c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

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\* For this document, the term “Native American” is used with the understanding that it could say “American Indian.”



- ☐ Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.
- ☐ Students will examine contributions of Native Americans that are evident today.

**4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.**

**(Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)**

4.3 a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

- ☐ Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.
- ☐ Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

4.3 b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

- ☐ Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.
- ☐ Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.
- ☐ Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.

4.3 c In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York.

- ☐ Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important.
- ☐ Students will examine the alliances between Native Americans and the English and between Native Americans and the French.

4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

- ☐ Students will examine issues of political and economic rights that led to the American Revolution.

***We the People***

**Level 1 curriculum connections**

- **Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?**

- ☐ Students will examine New York's geographic location relative to the other colonies, locate centers of Loyalist support, and examine the extent of the British occupation.
- ☐ Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.



- ☐ Students will explore why African Americans volunteered to fight with the British during the war.
- ☐ Students will investigate the strategically important battles of Long Island and Saratoga and why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change.



**4.4 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)**

4.4a After the Revolution, the United States of America established a federal government; colonies established state governments.

- ☐ Students will examine the basic structure of the federal government, including the president, Congress, and the courts.

***We the People***

**Level 1 curriculum connections**

- **Unit 3, Lesson 13:** What is the legislative branch?
  - **Unit 3, Lesson 14:** What is the executive branch?
  - **Unit 3, Lesson 15:** What is the judicial branch?
- ☐ Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government.

***We the People***

**Level 1 curriculum connections**

- **Unit 3, Lesson 16:** How did the Constitution create a federal system of government

4.4 b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state.

- ☐ Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and explain the symbols used.
- ☐ Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified.
- ☐ Students will investigate the steps necessary for a bill to become a law in New York State.

4.4 c Government in New York State is organized into counties, cities, towns, and villages.

- ☐ Students will identify the county in which they live, noting where their city, town or village is within that county.

OR

- ☐ Students will identify the borough of New York City in which they live, and in which county the borough is located.

(NOTE: Teachers choose the appropriate content specification based on the school location)

- ☐ Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community.

4.4 d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

- ☐ Students will examine the rights and freedoms guaranteed to citizens.

***We the People***

**Level 1 curriculum connections**





- **Unit 4, Lesson 17:** How does the Constitution protect your right to freedom of expression?
- **Unit 4, Lesson 18:** How does the Constitution protect your right to freedom of religion?
- **Unit 4, Lesson 19:** How does the Constitution protect your right to equal protection of the laws?
- **Unit 4, Lesson 20:** How does the Constitution protect your right to due process of law?
- **Unit 4, Lesson 21:** How does the Constitution protect your right to vote?

4.4 e Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

- Students will learn their responsibilities as citizens, such as obeying rules and laws (e.g., traffic safety, see something–say something, anti-bullying).

***We the People***

**Level 1 curriculum connections**

- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?
- Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.

***We the People***

**Level 1 curriculum connections**

- **Unit 5, Lesson 23:** What are some important responsibilities of citizens?

**4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE:** Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.  
(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.



- ☐ Students will examine life as a slave in New York State.
- ☐ Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

4.5 b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.

- ☐ Students will examine the rights denied to women during the 1800s.
- ☐ Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

4.5 c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

- ☐ Students will explore how New York State supported the Union during the Civil War; providing soldiers, equipment, and food.
- ☐ Students will research a local community's contribution to the Civil War effort, using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.

**4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology.**

**(Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)**

4.6 a After the Revolution, New Yorkers began to move and settle farther west, using roads many of which had begun as Native American trails.

- ☐ Students will examine why people began to move west in New York State.
- ☐ Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes.

4.6 b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.

- ☐ Students will examine the physical features of New York State and determine where it might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal.
- ☐ Students will examine how the development of the canal affected the Haudenosaunee nations.
- ☐ Students will locate and name at least five towns and four cities along the canal, and identify major products shipped using the canal.

4.6 c Improved technology such, as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.

- ☐ Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities.
- ☐ Students will trace developments in transportation and communication technology from the 1800s



to the present, noting the effects that these changes had on their communities, the State, and the world.

4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.



- ☐ Students will examine New York State's key agricultural products during the 1800s and compare these to the key agricultural products of today.
- ☐ Students will explore which resources were extracted in New York State over time, the location of those resources, and the economic activities associated with those resources.
- ☐ Students will examine the importance of New York City in the development of banking and finance in New York State and the United States.

4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology.

- ☐ Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others, as locally appropriate.

4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.

- ☐ Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today.

4.6g As manufacturing moved out of New York State, service industries and high-technology industries have grown.

- ☐ Students will examine how the economic activities in their local community have changed over the last 50 years.
- ☐ Students will investigate major economic activities in regions of New York State and create a map showing the major economic activities in Long Island, New York City, Lower Hudson Valley, Mid-Hudson Valley, Capital District, Adirondacks/North Country, Mohawk Valley/Central New York, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York.

**4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)**

4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

- ☐ Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine.
- ☐ Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.
- ☐ Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions.
- ☐ Students will investigate the requirements for becoming a United States citizen.
- ☐ Students will research an immigrant group in their local community or nearest city in terms of where



that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations.

4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.



- ☐ Students will investigate the reasons that African Americans moved into northern cities.
- ☐ Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.



## ***We the People* Curriculum Crosswalk for: New York State Social Studies Framework - Grades 7-8**

Usage: This correlation guide offers a crosswalk between the New York Social Studies Framework for Grades 7-8 and the Level 2 [\*We the People\* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.



## Grades 7 and 8: History of the United States and New York State

In Grades 7 and 8, students will examine the United States and New York State through a historical lens.\* The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

Teachers are encouraged to incorporate local features of state history in the course, such as the Dutch in the Hudson Valley, the Germans in the Schoharie Valley, the French in the Champlain Valley, Fort Niagara, the Brooklyn Naval Yard, the Seneca Falls Convention, Underground Railroad locations, war memorials, and other features in their community.

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\* For this document, the term “Native Americans” is used with the understanding that it could say “American Indians.”





Center for Civic Education

## Grade 7



## Grade 7 History of the United States and New York State I

Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre- Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. (NOTE: If a school/district has a 7th grade program that incorporates Reconstruction, this document is not intended to prohibit that inclusion.) Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and 7.8 A Nation Divided.

### **7.1 NATIVE AMERICANS<sup>\*</sup>: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.** (Standards: 1, 2; Themes: ID, MOV, GEO)

7.1 a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.

- ☐ Students will examine theories of human settlement of the Americas.
- ☐ Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development.
- ☐ Students will examine various groups of Native Americans located within what became New York State and the influence geographic factors had on their development.

Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.

### **7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.** (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)

7.2 a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.

- ☐ Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.
- ☐ Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.

7.2 b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.



- ☐ Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.

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\* For this document, the term "Native Americans" is used with the understanding that it could say "American Indians."



- ☐ Students will investigate other Native American societies found in their locality and their interactions with European groups.
- ☐ Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.

7.2 c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- ☐ Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- ☐ Students will examine the economic, social, and political characteristics of each colonial region.

***We the People***

**Level 2 curriculum connections**

- **Unit 1, Lesson 1: What were the British colonies in America like during the 1770s?**

7.2 d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.

- ☐ Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.
- ☐ Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.
- ☐ Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.

7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

- ☐ Students will describe the conditions of the Middle Passage.
- ☐ Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.
- ☐ Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.
- ☐ Within the context of New York State history, students will distinguish between indentured servitude and slavery.

**7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.**

**(Standards: 1, 4, 5; Themes: TCC, GOV, ECO)**

7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- ☐ Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.
- ☐ Students will examine how Native Americans attempted to maintain a diplomatic balance



- between themselves and the French and the English settlers.
- ☐ Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
  - ☐ Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.



7.3 b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- ☐ Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- ☐ Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.

***We the People***

**Level 2 curriculum connections**

- **Unit 2, Lesson 7: What experiences led to the American Revolution?**

- ☐ Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.
- ☐ Students will compare the proportions of loyalists and patriots in different regions of the New York colony.
- ☐ Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

7.3 c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

- ☐ Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine's *Common Sense* had on colonial leaders in their debates on independence.

***We the People***

**Level 2 curriculum connections**

- **Unit 1, Lesson 2: Why do we need government?**
- **Unit 2, Lesson 7: What experiences led to the American Revolution?**
- **Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?**

- ☐ Students will examine the Declaration of Independence and the arguments for independence stated within it.

***We the People***

**Level 2 curriculum connections**

- **Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?**

7.3 d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

- ☐ Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
- ☐ Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.
- ☐ Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

**7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a**



**Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.**  
(Standards: 1, 5; Themes: GOV, CIV)

7.4 a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

***We the People***

**Level 2 curriculum connections**

- **Unit 2, Lesson 9:** What happened during the American Revolution? How did the government function?
- **Unit 2, Lesson 10:** How did the states govern themselves after the Revolution?
- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?

7.4 b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

- ☐ Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.

***We the People***

**Level 2 curriculum connections**

- **Unit 2, Lesson 11:** How did the Articles of Confederation organize the first national government?
- ☐ Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.



7.4 c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

- ☐ Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.

***We the People***

**Level 2 curriculum connections**

- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
  - **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
  - **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
  - **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- ☐ Students will examine how key issues were resolved during the Constitutional Convention, including:
    - state representation in Congress (Great Compromise or bicameral legislature)
    - the balance of power between the federal and state governments (establishment of the system of federalism)
    - the prevention of parts of government becoming too powerful (the establishment of the three branches)
    - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)

***We the People***

**Level 2 curriculum connections**

- **Unit 3, Lesson 13:** How did the Framers resolve the conflict about representation in Congress?
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  - **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
  - **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
- ☐ Students will examine the role of New York State residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.

**7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.**

**(Standards: 1, 5; Themes: TCC, GOV, CIV)**

7.5 a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.

- ☐ Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

***We the People***

**Level 2 curriculum connections**





- **Unit 3, Lesson 14:** How did the Framers resolve the conflict between the Northern and Southern states?
- **Unit 4, Lesson 17:** How did the Constitution create a federal system of government?

7.5 b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

- ☐ Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.

***We the People***

**Level 2 curriculum connections**

- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
  - **Unit 3, Lesson 16:** How much power should be given to the executive and judicial branches?
  - **Unit 4, Lesson 19:** How did Congress organize the new government?
- ☐ Students will examine how checks and balances work by tracing how a bill becomes a law.

***We the People***

**Level 2 curriculum connections**

- **Unit 3, Lesson 15:** How did the Framers resolve the conflict about the powers of the legislative branch?
  - **Unit 4, Lesson 19:** How did Congress organize the new government?
- ☐ Students will identify the individual rights of citizens that are protected by the Bill of Rights.

***We the People***

**Level 2 curriculum connections**

- **Unit 5, Lesson 23:** How does the Constitution protect freedom of expression?
- **Unit 5, Lesson 24:** How does the Constitution protect freedom of religion?

7.5 c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.

- ☐ Students will examine the process for amending the constitution.
- ☐ Students will examine the evolution of the unwritten constitution, such as Washington's creation of the presidential cabinet and the development of political parties.

***We the People***

**Level 2 curriculum connections**

- **Unit 4, Lesson 19:** How did Congress organize the new government?
  - **Unit 4, Lesson 20:** How did political parties develop?
- ☐ Students will examine the changes to the New York State Constitution and how they were made during the 19th century.

7.5 d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

- ☐ Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in *Marbury v. Madison*, and the War of 1812 in terms of testing the strength of the Constitution.



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**Level 2 curriculum connections**

- **Unit 4, Lesson 21:** How does the U.S. Supreme Court use the power of judicial review?
- ☐ Students will examine the Monroe Doctrine and its effects on foreign policy.



**7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.**

**(Standards: 1, 3; Themes: ID, MOV, TCC, GEO)**

7.6 a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.

7.6 b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.

- ☐ Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

7.6 c Westward expansion provided opportunities for some groups while harming others.

- ☐ Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.
- ☐ Students will examine the growth of suffrage for white men during Andrew Jackson's administration.
- ☐ Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.
- ☐ Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.
- ☐ Students will examine the ways westward movement affected the lives of women and African Americans.
- ☐ Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.

**7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.**

**(Standards: 1, 5; Themes: SOC, CIV, GOV)**

7.7 a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.

- ☐ Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.

7.7 b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

- ☐ Students will examine ways in which enslaved Africans organized and resisted their conditions.
- ☐ Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.



- ☐ Students will examine the effects of *Uncle Tom's Cabin* on the public perception of slavery.
- ☐ Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.
- ☐ Students will examine the seizure of the ship, *La Amistad*, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in *United States v. The Amistad* (1841).



7.7 c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

- ☐ Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joselyn Gage, and Susan B. Anthony.
- ☐ Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.

- ☐ Students will trace the Anti-Rent movement in New York State.

**7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.**  
(Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)

7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.

- ☐ Students will examine regional economic differences as they related to industrialization.

7.8 b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

- ☐ Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
- ☐ Students will examine growing sectional tensions, including the decision in *Dred Scott v. Sanford* (1857) and the founding of the Republican Party.

7.8 c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

- ☐ Students will examine both long- and short-term causes of the Civil War.
- ☐ Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.
- ☐ Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.

7.8 d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

- ☐ Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.
- ☐ Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- ☐ Students will examine how the use of various technologies affected the conduct and outcome



- of the Civil War.
- ☐ Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.
- ☐ Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.



7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.

- ☐ Students will examine the roles of women, civilians, and free African Americans during the Civil War.
- ☐ Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia.
- ☐ Students will explain how events of the Civil War led to the establishment of federal supremacy.



Center for Civic Education

## Grade 8





## Grade 8 History of the United States and New York State II

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

Teachers should note that some Key Ideas and concepts may require extra time or attention. In the grade 8 course, these include the Key Ideas 8.2 A Changing Society, 8.4 World War I and the Roaring 20s, 8.7 Foreign Policy, and 8.8 Demographic Change.

### **8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.** (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

8.1 a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- ☐ Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.

8.1 b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- ☐ Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.

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#### **Level 2 curriculum connections**

- **Unit 5, Lesson 25:** How has the right to vote expanded since the Constitution was adopted?
- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?
- **Unit 5, Lesson 27:** How does the Constitution protect the right to due process of law?
- ☐ Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
- ☐ Students will examine the effects of the sharecropping system on African Americans.
- ☐ Students will examine the reasons for the migration of African Americans to the North.
- ☐ Students will examine the rise of African Americans in government.

8.1 c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- ☐ Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- ☐ Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues.
- ☐ Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- ☐ Students will examine the effects of the *Plessy v. Ferguson* ruling.



**8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)**

8.2 a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city, and other cities in New York State also experienced growth at this time.



- ☐ Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.
- ☐ Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.

8.2 b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.

- ☐ Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth.
- ☐ Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people.

8.2 c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.

- ☐ Students will examine nativism and anti-immigration policies, including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s.
- ☐ Students will explore the growth and effects of child labor and sweatshops.
- ☐ Students will explore the development of political machines, including Boss Tweed and Tammany Hall.

8.2 d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.

- ☐ Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World.
- ☐ Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike.

8.2 e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.

- ☐ Students will examine the Populist Party as a reform effort by farmers in response to industrialization.
- ☐ Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.
- ☐ Students will explore leaders and activities of the temperance and woman's suffrage movements.
- ☐ Students will investigate the Triangle Shirtwaist Fire and the legislative response.
- ☐ Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

**8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.**



**(Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO)**

- 8.3      a Continued westward expansion contributed to increased conflicts with Native Americans.
- ☐ Students will examine the effects of the transcontinental railroad on the movement toward westward expansion.



- ☐ Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.
- ☐ Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.

8.3 b The Spanish-American War contributed to the rise of the United States as an imperial power.

- ☐ Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS *Maine*.
- ☐ Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.

8.3 c Interest in Pacific trade contributed to an increase in United States foreign interactions.

- ☐ Students will assess the events surrounding the annexation of Hawaii.
- ☐ Students will examine the purpose and effects of the Open Door Policy.

8.3 d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.

- ☐ Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.

**8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.**

**(Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)**

8.4 a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.

8.4 b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

- ☐ Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.
- ☐ Students will examine examples of war propaganda and its effects on support for United States involvement in the war.
- ☐ Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).

8.4 c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

- ☐ Students will examine the effects of the changes in military technologies used during World



War I, including trench warfare, chemical weapons, machine guns, and aircraft.

8.4 d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.



- ☐ Students will examine Wilson's Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.

8.4 e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

- ☐ Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- ☐ Students will examine the reasons for and effects of prohibition on American society.
- ☐ Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.
- ☐ Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.

**8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.**

**(Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)**

8.5 a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.

- ☐ Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.

8.5 b The Great Depression and the Dust Bowl affected American businesses and families.

- ☐ Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression.
- ☐ Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.

8.5 c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

- ☐ Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.

**8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust**



**led to a call for international efforts to protect human rights and prevent future wars.**  
**(Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)**

8.6 a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.

- ☐ Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.





8.6 b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.

- ☐ Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.
- ☐ Students will examine the role of the Tuskegee Airmen within the segregated military during World War II.
- ☐ Students will investigate the effects of the war on the American economy and day-to-day life.
- ☐ Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in *Korematsu v. United States* (1944).
- ☐ Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.

8.6 c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.

- ☐ Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.
- ☐ Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.
- ☐ Students will examine the structure and work of the United Nations.

**8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.**  
(Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)

8.7 a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.

- ☐ Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.
- ☐ Students will examine the term *nuclear superpower* and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.

8.7 b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.

- ☐ Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.

8.7 c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.

- ☐ Students will examine the changing relationships between the United States and foreign countries such as



- China beginning in 1950
- Afghanistan beginning in the 1980s
- Russia beginning in 1990
- Middle East (Israel, Palestine, Iran, Kuwait, Iraq)
- Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico
- European Union countries



8.7 d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.

- ☐ Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.

8.7 e Increased globalization has led to increased economic interdependence and competition.

- ☐ Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce.

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**Level 2 curriculum connections**

- **Unit 6, Lesson 28: What is the relationship of the United States to other nations in the world?**

- ☐ Students will examine the roles of multinational corporations and their influence on the world economy.

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**Level 2 curriculum connections**

- **Unit 6, Lesson 28: What is the relationship of the United States to other nations in the world?**

**8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.**

**(Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)**

8.8 a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.

- ☐ Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.
- ☐ Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland both nationally and within New York State.
- ☐ Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.

8.8 b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.

- ☐ Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.
- ☐ Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.

8.8 c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.



- Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).

**8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)**

8.9 a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.

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**Level 2 curriculum connections**

- **Unit 5, Lesson 26:** How does the Constitution safeguard the right to equal protection of the law?



- ☐ Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.
- ☐ Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

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**Level 2 curriculum connections**

- **Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?**

- ☐ Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.

8.9 b The civil rights movement prompted renewed efforts for equality by women and other groups.

- ☐ Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.
- ☐ Students will examine judicial actions taken to protect individual rights, such as *Miranda v. Arizona* (1966) and *Tinker v. Des Moines School District* (1969).

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**Level 2 curriculum connections**

- **Unit 5, Lesson 23: How does the Constitution protect freedom of expression?**

8.9 c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.

- ☐ Students will explain the difference between Medicare and Medicaid.
- ☐ Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.

8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.

- ☐ Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.

8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.

- ☐ Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.