

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 an historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North and South America by Native Americans* and ending with an examination of the U.S. 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 include applicable 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 Seneca Falls Convention, war memorials and other features in their community.

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

Grade 7 History of the United States and New York I

Grade 7 Social Studies focuses on a primarily chronological study of history and geography in United States and New York as well as economic, social, and political trends. The course content is divided into nine Key Ideas, tracing the human experience in the United States from pre-Columbian times until the official end of Reconstruction in 1877, with a focus on the people, events, and places in New York State as applicable.

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.

Grade 7: Unifying Themes aligned to Key Ideas

		Key Ideas	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9
	Themes										
1	Individual Development and Cultural Identity (ID)		•					•			
2	Development, Movement, and Interaction of Cultures (MOV)		•	•				•			•
3	Time, Continuity, and Change (TCC)				•		•	•		•	
4	Geography, Humans, and the Environment (GEO)		•	•				•		•	•
5	Development and Transformation of Social Structures (SOC)								•		•
6	Power, Authority, and Governance (GOV)				•	•	•		•	•	
7	Civic Ideals and Practices (CIV)					•	•		•		
8	Creation, Expansion, and Interaction of Economic Systems (ECO)			•	•					•	•
9	Science, Technology, and Innovation (TECH)										
10	Global Connections and Exchange (EXCH)			•							

7.1 NATIVE AMERICANS*: The physical environment and natural resources of North America encouraged the development of the first human settlements and the culture of Native Americans. Native Americans societies varied across North America.

(Standards: 1, 2; Themes: ID, MOV, GEO)

7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America are divided by geographic region resulting in similar cultural patterns.

- Students will compare and contrast the environmental features of United States geographic regions.
- Students will examine theories of human settlement of the Americas.
- Students will compare and contrast different Native American cultural groups with a focus on the influence of geographic factors on culture including Haudenosaunee (Iroquois), Sioux, and Anasazi.

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, EXCH)

7.2a 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 which improved European exploration including caravel, magnetic compass, astrolabe and Mercator projection.
- Students will examine European explorers including Champlain, Hudson, Cabot, Verrazano, and Joliet and Marquette. Students will identify which European country sponsored each exploration and locate on a map the land claimed by these countries, focusing on the region which became New York State.

7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the Encounter with Europeans.

- Students will compare and contrast British interactions with the Wampanoag, Dutch interactions with the Mahicans, French interactions with the Algonquin, and Spanish interactions with the Pueblo peoples. Students will explain the major reasons Native American societies declined in population and lost land to the Europeans.

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

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

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

7.2d In New York, the Dutch established colonies along the Hudson River and the French established settlements in the Champlain Valley. The Dutch practiced religious tolerance and became a model for religious freedom.

- Students will compare and contrast the early Dutch settlements with French settlements, and the subsequent British colony in New York in terms of political, economic and social characteristics.

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.
- Students will investigate different methods enslaved Africans used to survive and resist their conditions.
- Within the context of New York history, students will distinguish between the patrol system, 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.
- Student will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the policy of salutary neglect.

7.3b 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 examine actions taken by the British and colonial responses to those actions including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts.
- Students will identify the issues stemming from the Zenger Trial that effects the development of individual rights in colonial America.
- Students will compare British and colonial patriot portrayals of the Boston Massacre.
- Students will compare the proportions of loyalists and patriots in different regions of New York State.
- Students will identify the events at Lexington and Concord as the triggering events for the Revolutionary War.

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

- Students will examine the influence of Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense on declaring independence.
- Students will examine the Declaration of Independence and the arguments for independence stated within it.

7.3d Military strategies, geography, and aid from other nations influenced the outcome of the American Revolution. The Battle of Saratoga was considered a turning point in the Revolution. Iroquois (Haudenosaunee) and other Native American groups became involved in the war in different ways.

- Students will explain the different military strategies used by the Americans and their allies, including Native Americans, during the American Revolution.
- Students will examine the terms of the Treaty of Paris and 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)

7.4a Throughout the American Revolution, the colonies struggled to unify their differing social, political, and economic perspectives. The Articles of Confederation created a form of government that loosely united the states, but maintained a large degree of state sovereignty.

7.4b 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 Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will investigate the successes and failures of the Articles of Confederation, determine why a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.
- Students will examine the influence of the New York State Constitution on the formation of the United States Constitution.

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

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

7.4d The Constitution had mixed support among states and delegates. A Bill of Rights was added, enumerating individual freedoms, and helped gain support for the Constitution.

- Students will examine the reasons for mixed support of the Constitution, including the balance of power between state and federal governments and the protection of individual rights.
- Students will examine the role of New York 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 a 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. (Standards: 1, 5; Themes: TCC, GOV, CIV)

7.5a The Constitution outlined a federalist system of government that shares powers among 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.

7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches.

- Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.
- Students will examine how checks and balances work by tracing how a bill becomes a law.

7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways.

- Students will identify the individual rights of citizens that are protected by the Bill of Rights.
- Students will examine evolution of the unwritten constitution including the president’s cabinet and the Congressional committee system.

7.5d 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.
- Students will examine the Monroe Doctrine and its impact 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)

7.6a 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 by which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

7.6b 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. Religious groups such as the Mormons and the Amish began to settle in communities in western parts of New York; the Irish immigrants worked on construction of the canal.
- Students will examine the ways in which women and African Americans in the West benefited from westward expansion.
- Students will examine the role of westward expansion in the growth of suffrage for white men under Andrew Jackson.
- Students will examine examples of Native American resistance to the western encroachment including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the course and impact of the Trail of Tears on the Cherokee.

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV)

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

- Students will examine examples of early 19th-century reform movements such as education, prisons, temperance and mental health care.

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

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

7.7c 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 efforts of women to acquire more rights, including Sojourner Truth, Elizabeth Cady Stanton, and Susan B. Anthony.
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the growth 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 relate to industrialization.

7.8b 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.

7.8c 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 joined to form the Confederate States of America and will examine the reasons presented for secession. Students will also identify the states that composed the Union.

7.8d The course and outcome of the Civil War was 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 South at the outset of the Civil War.
- Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- Students will examine how technologies affected the conduct and outcome of the Civil War.
- Students will locate of major battles on a map and analyze the utilization of geography in the military strategies employed at Gettysburg or Antietam.

7.8e The Civil War impacted 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 property destruction, impact on population, and economic capacity by comparing impacts 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.

7.9 RECONSTRUCTION: Regional tensions following the Civil War complicated the effort to reunify the nation and define the status of African Americans.

(Standards: 1, 4, 5; Themes: MOV, GEO, SOC, ECO)

7.9a Different approaches toward and policies for Reconstruction demonstrated the challenges to reunify the United States.

- Students will examine the differences between Reconstruction under Lincoln’s plan, Johnson’s plan and Congressional (Radical) Reconstruction.

7.9b 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 impacts 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 Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen’s Bureau’s purpose, successes, and reasons for failure.

7.9c 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 impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws. Students will explore the response of some Southerners to the increased rights of African Americans including the Ku Klux Klan and White Leagues.
- Students will provide examples of 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.

Grade 8 History of the United States and New York II

Grade 8 Social Studies focuses on a primarily chronological study of history and geography in United States and New York as well as economic, social, and political trends. The course content is divided into eight Key Ideas, the first seven of which trace the human experience in the United States from after Reconstruction to up to the end of World War II. The last three Key Ideas parallel each other as they trace different themes in United States and New York history from the post-War period up to the present day.

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 8.1 A Changing Society, 8.2 World War I & the Roaring 20s, 8.5 Demographic Change, and 8.7 Foreign Policy.

Grade 8: Unifying Themes aligned to Key Ideas

		Key Ideas	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8
	Themes									
1	Individual Development and Cultural Identity (ID)							•		
2	Development, Movement, and Interaction of Cultures (MOV)		•							
3	Time, Continuity, and Change (TCC)					•	•		•	•
4	Geography, Humans, and the Environment (GEO)			•				•		•
5	Development and Transformation of Social Structures (SOC)		•		•	•		•	•	
6	Power, Authority, and Governance (GOV)			•	•	•	•	•		
7	Civic Ideals and Practices (CIV)								•	
8	Creation, Expansion, and Interaction of Economic Systems (ECO)			•	•	•		•	•	•
9	Science, Technology, and Innovation (TECH)		•		•		•			
10	Global Connections and Exchange (EXCH)		•				•			•

8.1 A CHANGING SOCIETY: Changes for African-Americans resulted in limitations of their rights. 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)

8.1b Continued technological developments that 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.

- Students will explore groups of people who moved into urban areas, where they came from, and the reasons for their migration into the cities.
- Students will examine the immigrant experience of arrival to New York through Ellis Island.
- Student compare immigrant experiences such as ethnic neighborhoods in cities, rural settlers in the Midwest, Chinese in the Far West and Mexicans in the Southwest.

8.1c Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people in cities.

- Students will examine the living conditions in urban areas with a focus on the increasing population density and the impact this growth had on the social, cultural, and economic lives of people.

8.1d 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 examples of anti-immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement and immigration legislation of the 1920s.
- Students will explore the growth and impacts of child labor and sweatshops.
- Students will explore the development of political machines, including Boss Tweed and Tammany Hall.

8.1e 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 platforms and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World.
- Students will examine the methods employed in and the outcomes of key labor events including the Haymarket affair and the Pullman Strike.

8.1f Muckrakers and Progressive Era 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 policies to enact reform.

- Students will investigate muckrakers and reformers such as Jane Addams, Florence Kelley, W. E .B. du Bois, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the issue(s) at hand in the individual’s work and the actions that individual took/recommended to address those issues.

- Students will examine the Populist Party as a reform effort by farmers in response to industrialization.
- Students will explore leaders and activities of the temperance and woman's suffrage movements.
- Student will investigate the Triangle Shirtwaist Fire and the legislative response.
- Students will examine government responses to reform efforts including the passage of the 16th Amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

8.2 IMPERIALISM: Beginning in the late 19th century, economic, political, and cultural factors contributed to more aggressive United States foreign policy and a push for westward expansion. (Standards: 1, 2, 3; Themes: GEO, GOV, ECO)

8.2a 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 imperial policies including portrayal of the sinking of the U.S.S. *Maine*.
- Students will explain how the events and outcomes of the Spanish-American War contributed to shifts in United States foreign policy.

8.2b Interest in Pacific trade contributed to an increase in United States foreign interactions.

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

8.2c The Roosevelt Corollary expanded the Monroe Doctrine and increased involvement in the affairs of Latin American nations by the United States. This led to resentment of the United States among many in Latin America, but also paved the way for improved relations.

- Students will evaluate the effects of the Roosevelt Corollary on relationships between the United States and Latin American nations including the building of the Panama Canal.

8.2d Continued westward expansion contributed to increased conflicts with Native Americans.

- Students will examine examples of Native Americans 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 policies toward Native Americans, such as the creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act and the Indian Reorganization Act.

8.3 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors ultimately led the United States to enter World War I. Involvement in the war significantly altered the social, cultural, and political 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)

8.3a Militarism, alliances, imperialism, and nationalism grew, uniting and dividing nations around the world and leading to global conflict.

8.3b 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 both short- and long-term causes of the World War I and the United States entry into World War I.
- Students will examine examples of war propaganda and its impact on support for United States involvement in the war.
- Students will examine the restrictions placed on citizens upon entering the war including the Espionage Act and the Sedition Act.

8.3c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

- Students will examine impacts of the changes in military technologies including trench warfare and the use of chemical weapons, machine guns, and aircraft.

8.3d 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 plan.

8.3e Following the end of World War I, the United States entered a period of increased economic prosperity and radical cultural change 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 impact of prohibition on American society.
- Students will examine examples of post–World War I 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.

8.4 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 and enforce intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)

8.4a Risky investing, protectionism, and a weak global economy during the 1920s 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 a failure of the economy.

8.4b The Great Depression affected all American families, but the effects varied across geographic regions and class, race, and gender lines. The Dust Bowl devastated farming regions in the Great Plains and forced thousands to relocate. The federal government responded with environmental conservation legislation.

- Students will examine the effects of the Great Depression in terms of the loss of jobs, wealth, homes.
- Students will explore the man-made and environmental conditions that led to the Dust Bowl, as well as the consequences of the Dust Bowl.

8.4c President Roosevelt pursued a policy called the New Deal 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 economic life but did not resolve all of the hardships Americans faced.

- Students will trace key aspects of the New Deal and the actions taken by President Roosevelt in response to the Great Depression including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.

8.5 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)

8.5a 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.

8.5b 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 investigate the impact of the war on the American economy and day-to-day life.
- Students will examine the decision to intern Japanese Americans in light of perceived national security concerns versus constitutional rights. Students will examine the decision and impact of *Korematsu v. United States* (1944).
- Student will explore the role of Fort Ontario in Oswego as a refugee center.

8.5c 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 and protection of human rights.

- Students will investigate the Holocaust and the atomic bomb blasts on Hiroshima and Nagasaki.
- Students will examine the structure and work of the United Nations.
- Students will explain the historical significance of the Nuremberg trials.

8.6 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)

8.6a The postwar baby boom had major social and economic consequences. As the baby boom generation has reached retirement years and life expectancy has increased, the demand on resources has increased.

- Students will explore the short-term and long-term impacts 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.

8.6b Postwar America experienced a dramatic population shift through suburbanization. Transportation improvements through the Interstate Highway Act and the expansion of commuter rail service facilitated this demographic trend and contributed to positive and negative economic effects.

- Students will examine the impacts of suburbanization, including urban decay, suburban growth, and diminished availability of farmland both nationally and within New York State.
- Students will examine examples of urban renewal efforts in the 1960s and 1970s, as well as the renaissance of many American cities in recent decades.

8.6c During the postwar years, many Americans left the Midwest and northern industrial states for the Sun Belt. This shifting population caused political power to shift to new parts of the country as well.

- Students will locate the Sun Belt on a map of the United States. Students will examine the social and economic characteristics that attracted people to the Sun Belt regions and the impact of this shift on political power, including its effect on New York State.

8.6d 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.
- Students will examine contributions of migrant and immigrant groups in New York State and New York City.
- Students will examine the debates over and the effects of immigration legislation, including recent debates over immigration policy.

8.6e 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 impact of pollution, industrialization and population growth on the environment such as urban areas (Love Canal), plant and animal life (Adirondack Park) and alternative energy sources (Three Mile Island).

8.7 DOMESTIC POLITICS & 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)

8.7a The civil rights movement began in the postwar era in response to the long-standing inequalities in American society and eventually brought about equality under the law but limited economic improvements.

- Students will examine 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*, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.

8.7b 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 their 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 Independent School District* (1969).

8.7c 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 continued to drain resources and divide 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 movement.

8.7d Economic recession and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy. Presidents Ronald Reagan and George H. W. Bush cut social programs and taxes in an attempt to stimulate the economy.

- Students will compare the goals of the Great Society with the goals of “Reaganomics” and will examine the impacts of each program on the national economy.

8.7e Constitutional issues involving the violation of civil liberties and the role of the federal government are the source of debate in American society.

- Students will examine state and federal regulations as a response to increased gun violence, cyber-bullying and electronic surveillance.
- Students will examine the role of the state and federal government in the areas of education and health care.

8.8 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)

8.8a 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 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.
- Students will locate on a map the nations who were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.

8.8b 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 Vietnam War and the Cuban Missile Crisis.

8.8c 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
 - The Middle East (Kuwait ,Iraq, Iran, Israel, Palestinians)
 - Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico
 - European Union countries

8.8d 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, and its impact on national security and the United States responses to it including the USA Patriot Act, Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.

8.8e Increased globalization has led to increased economic interdependence and competition.

- Students will examine the increased economic interdependence in terms of globalization and the impact on the United States and New York State economy and specifically the workforce.
- Students will examine the role of multinational corporations and their influence on the world economy.