

**Greenburgh-North Castle School District**  
**Social Studies Department**  
**Standards and Curriculum**

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*Dedicated to the students of  
Greenburgh-North Castle:  
Through knowledge, good character, and hard  
work you can make the world a better place.*

### **Mission Statement**

**The mission of the social studies department at Greenburgh-North Castle School District is to develop capable citizens who are empowered with knowledge, skills, and positive attitudes which will enable them to make informed decisions in a culturally diverse and interdependent world.**

**Greenburgh-North Castle School District**  
**Social Studies Department**  
**Standards and Curriculum**

**Courses:**

**Intermediate**

- **7<sup>th</sup> Grade – United States and New York State History**
- **8<sup>th</sup> Grade – United States and New York State History**

**Commencement**

- **9<sup>th</sup> Grade – Global History and Geography I**
- **10<sup>th</sup> Grade – Global History and Geography II**
- **11<sup>th</sup> Grade – United States History and Government**
- **12<sup>th</sup> Grade – Participation in Government/Economics/  
Elective**

# Greenburgh-North Castle School District

## Social Studies Department

### Prerequisites, Requirements, and Exam Schedule

#### Intermediate Level: 7<sup>th</sup> and 8<sup>th</sup> Grade

##### **7<sup>th</sup> Grade Social Studies: United States and New York State History Early America through the Civil War**

- Students will receive a minimum of 180 minutes of instruction per week
- Students may receive support (AIS)\* as needed
- Regular quizzes, chapter and unit exams
- Reading, writing, study and research skills (D.B.Q. and thematic practice) must be incorporated from the Core Curriculum
- 1 midterm exam in Jan. – (Sept. through Dec.) modified as needed
- 1 final exam in June – (Jan. through June) modified as needed

##### **8<sup>th</sup> Grade Social Studies: United States and New York State History Reconstruction to Modern Era**

- Students will receive a minimum of 180 minutes of instruction per week
- Students may receive support (AIS) as needed
- Regular quizzes, chapter and unit exams
- Reading, writing, study and research skills (D.B.Q. and thematic practice) must be incorporated from the Core Curriculum
- 1 midterm exam in Jan. (Sept. through Dec.) modified as needed
- NYS Grade 8 Intermediate Level Social Studies exam (June)

**\*AIS – Academic Intervention Services**

#### Commencement Level: 9<sup>th</sup> – 12<sup>th</sup> Grade

## **9<sup>th</sup> Grade Social Studies: Regents in Global History and Geography I Ancients Civilizations to the Industrial Revolution**

- Students will receive a minimum of 180 minutes of instruction per week
- Students may receive support (AIS) as needed
- Regular quizzes, chapter, and unit exams
- Reading, writing, study and research skills (D.B.Q. and thematic practice) must be incorporated from the Core Curriculum
- 1 midterm exam Jan. (Sept. through Dec.) modified as needed
- 1 final cumulative exam in June modified as needed

## **10<sup>th</sup> Grade Social Studies: Regents in Global History and Geography II Industrial Revolution to Modern Era**

- Students will receive a minimum of 180 minutes of instruction per week
- Students may receive support (AIS) as needed
- Regular quizzes, chapter, and unit exams
- Reading, writing, study and research skills (D.B.Q. and thematic practice) must be incorporated from the Core Curriculum
- 1 midterm exam Jan. (Sept. through Dec.) modified as needed
- NYS Regents/RCT in Global History and Geography in June, Aug. or Jan. as needed

## **11<sup>th</sup> Grade Social Studies: Regents in United States History and Government**

- Students will receive a minimum of 180 minutes of instruction as per week
- Students may receive support (AIS) as needed
- Regular quizzes, chapter, and unit exams
- Reading, writing, study and research skills (D.B.Q. and thematic practice) must be incorporated from the Core Curriculum
- 1 midterm exam Jan. (Sept. through Dec.) modified as needed
- NYS Regents/RCT in United States History and Government in June, Aug. or Jan. as needed

## **12<sup>th</sup> Grade Social Studies: Participation in Government/Economics (1/2 yr. programs each)**

- Students will receive a minimum of 180 minutes of instruction per week
- Regular quizzes, chapter, and unit exams
- Civic and/or community involvement is encouraged
- 1 final exam and/or culminating project in Jan. or June

**12th Grade Social Studies: Elective (1/2 yr. programs) \*For students who have successfully completed their NYS Social Studies commitment (An elective can substitute for Participation in Government or Economics)**

- Students will receive a minimum of 180 minutes of instruction per week
- Regular quizzes, chapter, and unit exams
- 1 final exam and/or culminating project in Jan. or June

## **The NYS Social Studies Standards**

### **Standard 1: History of the United States and New York**

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

### **Standard 2: World History**

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

### **Standard 3: Geography**

**Students will use a variety of intellectual skills to**

**demonstrate their understanding of the geography of the interdependent world in which we live - local, national, and global - including the distribution of people, places, and environments over the Earth's surface.**

#### **Standard 4: Economics**

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

#### **Standard 5: Civics, Citizenship, and Government**

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

# **Greenburgh-North Castle School District**

## **Social Studies Department**

### **Course Offerings**

#### **Intermediate Level (7<sup>th</sup> and 8<sup>th</sup> Grade) Social Studies Program**

**7<sup>th</sup> Grade: United States and New York State History**

**8<sup>th</sup> Grade: United States and New York State History**

#### **Commencement Level (9<sup>th</sup> - 12<sup>th</sup> Grade) Social Studies Program**

**9<sup>th</sup> Grade: Global History and Geography I – Regents**

**10<sup>th</sup> Grade: Global History and Geography II – Regents**

**10<sup>th</sup> Grade: Global History and Geography – AIS**

**11<sup>th</sup> Grade: United States History and Government – Regents**

**11<sup>th</sup> Grade: United States History and Government – AIS**

**12<sup>th</sup> Grade: Participation in Government, Economics, or other Elective**

# **Economics, the Enterprise System, and Finance**

## **12<sup>th</sup> Grade Social Studies: Economics, the Enterprise System, and Finance (1/2 yr. program)**

### **Unit I: What Economics is All About/Fundamental Concepts**

#### **Topic 1: Making Choices**

##### **Section I: What is economics?**

- Define the term **economics** (social science dealing with how people satisfy unlimited and competing wants with the careful use of scarce resources)
- Discuss the difference between a **need** (basic requirement for survival) and a **want** (something we would like to have)

##### **Section II: What are goods and services?**

- Define the terms **goods** (tangible economic products/things that can be seen or touched) and **services** (work or labor that is performed for someone)
- Describe the roles of **producers** and **consumers** in an economic system
- Diagram the relationship between goods, services, and consumers

##### **Section III: What are economic resources?**

- Identify the three kinds of **economic resources** (**natural, human, and capital**)
- Distinguish the differences amongst the resources and describe how they are utilized in the **production** of goods and services
- Examine the **four factors of production** (**land, capital, labor, and entrepreneurs**); describe why each is necessary and diagram how they relate to one another

##### **Section IV: Why must we make economic choices?**

- Define the term **scarcity** (fundamental economic problem facing all societies that results from a combination of scarce resources and people's virtually unlimited wants) and identify the cause and effect it has on an economy

- Describe how scarcity forces societies to answer the **basic questions of what to produce, how to produce, and for whom to produce**
- Explain how goods and services differ, and **value and utility are related**
- Discuss the concepts of **trade off** (alternate choices) and **opportunity cost** (the cost of the next-best alternative) and how they are related

## Topic 2: Types of Economic Systems

### Section I: What are economic systems?

- Define the term **economic system** (organized way a society provides for the wants and needs of its people)
- Create a chart which identifies and describes the **three types of economic systems: traditional, market, and command**
- List the **advantages** and **disadvantages** of each economic system
- Explain which economic system is best able to provide for the wants and needs of individuals
- Discuss the concept of **mixed economies** in relation to **political systems (socialism, communism, capitalism)** and distinguish their differences
- List specific examples of each economic system in the world today
- Illustrate why the U.S. economy is categorized as a **mixed economy**

### Section II: How does the U.S. free enterprise system operate?

- List the **seven economic goals (economic freedom, efficiency, equity, security, full employment, price stability, and growth)** found in the U.S. economic system
- Identify and discuss the **major themes** found amongst the seven goals
- Examine why **trade-offs** among goals exist
- Explain the significance of **minimum wage, Social Security, inflation, and fixed income**
- Analyze the **five main principles of a free enterprise system: freedom to choose our businesses, the right to private property, the profit motive, competition, and consumer sovereignty**

### Section III: How does the U.S. free enterprise system answer the basic economic questions of what, how, and who?

- Explain the differences in the roles of **entrepreneurs**, consumers, and the government
- Describe how **what** goods and services are produced is determined

- Define **how** goods and services will be produced is determined
- Explain how **who** shall receive the goods and services is determined
- Define and illustrate the “**circular flows**” of the U.S. economy between: **Households<>Businesses, Households<>Governments, Governments<>Businesses, Households<> Governments and <> Businesses**

## Unit II: Microeconomics

### Topic 3: Prices and Markets

#### Section I: What are the laws of demand and supply?

- Examine the **law of demand** (the amount of an item that buyers are willing/able to purchase) and the **law of supply** (the quantity of a good/service that is offered for sale at all prices)
- Describe how **demand** can be **elastic, inelastic, or unit elastic**
- Define the terms **market price** and **price-directed market**

#### Section II: How do changes in the demand for supply of a product affect its price?

- Identify several **factors that can contribute to a change in supply**: cost of resources, productivity, technology, taxes and subsidies, expectations, government regulations, and number of sellers
- Describe the difference between a **change in supply** and a **change in quantity supplied**
- Examine why **prices** are important in a market economy (**price-directed market economy**) (i.e. **Prices: act as a signal to buyers and sellers, encourage efficient production, and determine who will receive the things produced**)
- Define the term **supply elasticity** (quantity supplied responds to a change in price)
- Explain how the **elasticity of supply** and **demand** are similar and different (demand increases/price increases, demand decreases/price decreases) or (supply increases/prices fall, supply decreases/prices rise)
- Illustrate on a graph the demand for and supply of a particular product

#### Section III: How do prices help the economy run smoothly?

- Analyze how prices help the consumer and the producer to answer the three questions what, how, and for whom to produce
- Describe how in a competitive market economy **prices are neutral**,
- Examine the problems with rationing: allocations, administration, and **flexible and familiar**
- Define **rationing** and **ration coupon** and identify uses of each impact on production
- Compare and contrast the **price system** and rationing

#### **Section IV: How do prices connect all markets in an economy?**

- Investigate how prices allocate resources between markets (i.e. increased oil prices affect sales on SUVs, affect production of SUVs, affect employment, affect a shift to productive resources)

#### **Section V: How do economic models help us to understand prices in a competitive market?**

- Define the term **equilibrium price** (price where quantity supplied equals quantity demanded)
- Describe the affect **surpluses** and **shortages** have on equilibrium price
- Cite examples of **price ceiling** (i.e. rent control) and **price floor** (i.e. minimum wage)
- Investigate the negative and positive aspects of price ceiling and price floor
- Explain why a government would consider imposing a price ceiling or a price floor

### **Topic 4: The Theory of Production**

#### **Section I: How do the variables of input result in the changes in output?**

- Define **production function** in terms of **production period** (short run/long run)
- Distinguish between **total** and **marginal production**
- Describe the **stages of production** (increasing, decreasing and negative marginal returns) and identify how it helps determine the hiring practices of a company

#### **Section II: How do businesses analyze their costs and revenues to help maximize profits?**

- Define **fixed cost** (overhead) and **variable cost** (production cost that varies as output changes; labor, energy, raw materials) and list examples for each
- Describe overhead as it would pertain to an individual (i.e. owning a car)
- Examine how fixed and variable costs affect the way a business operates
- Explain the difference between **total cost** and **marginal cost**; identify which is the most useful measure
- Describe what will happen to fixed costs and variable costs if the total output of a business increases
- Investigate the difference between an **e-commerce** and a **traditional business** regarding business operations and explain why e-commerce reduces fixed costs

### **Section III: How do businesses compare marginal revenue and marginal cost to find production levels and maximum profits?**

- Discuss why businesses analyze their costs
- Define **total revenue** (total amount earned by a firm from the sale of its products) and **marginal revenue** (extra revenue from the sale of one additional unit of output)
- Explain how businesses use **marginal analysis** to determine their **profit maximization output**

## **Topic 5: Market Structures**

### **Section I: How does competition affect the market structure?**

- Define the terms **laissez-faire** (philosophy that government should not interfere with business activity) and **market structure** (market classified according to number and size of firms, type of product, type of competition; nature and degree of competition among firms in the same industry)
- Describe **the four basic market structures: perfect competitions, monopolistic competition, oligopoly competition and monopoly**
- Explain how the four market structures differ from one another
- Explain why perfect competition is a theoretical situation
- List and describe the **four types of monopolies: natural, geographic, technological and government**

- Define the term **economies of scale** (increasingly efficient use of personnel, plant, and equipment as a firm becomes larger)
- Analyze why natural monopolies sometimes result in economies of scale
- Describe why monopolies are faced with more government regulations than other market structures

### Section II: Why do markets fail?

- List and explain the **five main causes of market failures: inadequate competition and information, resource immobility, public goods and externalities**
- Describe the difference between negative and positive externalities
- Examine how externalities indicate a market failure and can be corrected with government action
- Identify a situation in your community that resulted in a negative externality and an action the government might take to reduce its negative effects (i.e. air pollution)
- Identify what type of market failure is most harmful to the economy
- Describe why the **private sector** is reluctant to produce public goods
- Explain what happens when markets do not have enough competition

### Section III: What is the role of government in a market economy?

- Define the terms **trusts**, **price discrimination** and **cease and desist**
- Examine the **four major legislative acts** that curb monopoly practices: **Sherman Anti-Trust Act (1890)**, **Clayton Antitrust Act (1914)**, **Federal Trade Commission Act (1914)**, and **Robinson-Patman Act (1936)** and identify the purpose of each
- Explain why some government regulations are beneficial for consumers
- Create a chart of **federal regulatory agencies** and define their tasks (i.e. **Food and Drug Administration (FDA)**, **Federal Trade Commission (FTC)**, **Federal Communications Commission (FCC)**, **Federal Aviation Administration (FAA)**, **Equal Employment Opportunity Commission (EEOC)**, etc.)
- Define the term **public disclosure** (requirement forcing a business to reveal information about its products or its operations to the public) and explain how it is used to prevent market failures
- List examples of public disclosure (i.e. public stock sales, consumer lending, truth-in-advertising, etc.)

- Describe what negative things could happen in a market without disclosure
- Identify the characteristics that make the U.S. economy a “**modified free enterprise**”

### Unit III: Economic Institutions and Issues

#### Topic 6: Employment, Labor and Wages

##### Section I: What is the purpose of labor unions?

- Describe several reasons for the rise of unions prior to 1930
- Define the terms **craft/trade union** and **industrial union** and explain how they differ
- Identify the **main purposes of labor unions** (negotiate pay, job security, equitable, fair and safe working conditions etc.)
- Discuss the union activities of **strike**, **picket**, and **boycott** and describe their intended purpose
- Examine the impact of the **Great Depression** on the labor movement
- Analyze the **major legislative acts** that contributed to the rise and decline of the labor movement (i.e. Norris-LaGuardia Act of 1932, National Labor Relations Act/Wagner Act of 1935, Fair Labor Standards Act of 1938, Taft-Hartley Act of 1947 and the Landrum-Griffin Act of 1959)
- Describe the formation and break-up of the **AFL-CIO**
- Compare and contrast several types of **union** make-ups: **closed shop**, **union shop**, **modified union shop**, and **agency shop**

##### Section II: How are wages determined and disputes resolved in the labor market?

- Define the term **wage rate** (standard amount of pay given for work performed)
- Identify and describe the four broad **categories of labor: unskilled, semi-skilled, skilled, and professional**; cite examples for each
- Identify and describe the **four main theories of wage rate: market theory of determination, equilibrium wage rate, theory of negotiated wages and signaling theory**
- Describe how the **market theory of wage determination** reflects the forces of supply and demand
- Explain the difference between the market theory of wage determination and the theory of negotiated wage

- Discuss why a college degree can lead to higher wages
- Define the terms **collective bargaining** and **grievance procedure**
- Summarize the ways in which labor and management resolve disputes (i.e. **mediation, arbitration/binding arbitration, fact-finding, injunction/seizure**)

### **Section III: What are the important employment trends and issues?**

- Define the terms **giveback** (wage, benefit, or work rule given up when renegotiating a contract) and **two-tier wage system** (wage scale paying new workers a lower wage than others already on the job)
- Explain why men and women are said to have “**human capital differences**” (differences in education and experience)
- Describe how the **uneven distribution** of men and women by occupation contributes to a wage gap
- Examine the factor of **discrimination** as a reason for wage gaps amongst men and women
- Review the legal remedies designed to fight wage and salary discrimination: **Equal Pay Act of 1963**, and the **Civil Rights Act of 1964**
- Describe how **set-aside contracts** are utilized to overcome unfair hiring practices
- Identify the original intent of the **minimum wage**
- Explain how **inflation** is a factor to be considered when examining minimum wage

## **Topic 7: Sources of Government Revenue**

### **Section I: What are the economics of taxation?**

- Define the terms **sin tax** (high tax designed to raise revenue and discourage consumption) and **incidence tax** (final burden of tax)
- Describe how taxes affect the businesses and consumers
- Identify the **criteria for effective taxation**: equity, simplicity, efficiency
- Define the terms **tax loopholes, individual income tax** and **sales tax** as they relate to the criteria of effective taxation
- Analyze **the two principles of taxation: benefit principle** and **ability-to-pay principle** and describe the main points of each
- Explain which principle of taxation you prefer and why
- Compare and contrast the characteristics of **proportional, progressive** and **regressive tax**

## **Section II: How do the federal, state, and local governments rely on different revenue sources?**

- Describe the role of the **Internal Revenue Service (IRS)**
- Identify the **main source of federal government revenue (individual income tax)** and describe the means by which it is collected (**payroll withholding system**)
- Identify the two components of **FICA** (Federal Insurance Contributions Act): **Social Security** and **Medicare**
- Distinguish between **excise taxes, estate and gift taxes, and customs duties** as federal government revenue sources
- Define the term **intergovernmental revenue** (funds collected by one level of government that are distributed to another level)
- List the main sources of state and local government (sales, income tax etc.)
- Examine how states without individual income tax find sources of revenue
- Explain the role of **property taxes** as a source of revenue for local governments and why they are important for a local community

## **Section III: What are the current tax issues and reforms?**

- Examine a **payroll withholdings statement**, identify the itemized withholdings (i.e. federal, state, city, FICA, Retirement, other) and calculate the percentage that has been deducted from the paycheck
- Describe the major tax reform bills enacted since 1981: **Economic Recovery Tax Act (1981), Taxpayer Relief Act (1997)** etc.
- Explain the factors that led to the tax reform measures passed in 1981, 1986, 1997, and 2001 and why tax reforms have occurred so frequently in recent years
- Define the concepts of **flat tax** and **value-added tax (VAT)**; describe their advantages and disadvantages
- Discuss factors that are likely to cause future revisions of the tax code
- Identify what provisions of tax measures enacted in the last 20 years benefited taxpayers with higher v. lower incomes

## **Topic 8: Government Spending**

### **Section I: What are the economics of government spending?**

- Define the term “**pork**” (line-item budget expenditure that circumvents normal budget procedures to benefit a small number of people or businesses) as it relates to government spending
- Discuss why politicians insert “pork” items into other legislation
- Distinguish between **public** and **private sector**
- Describe the way government competes with private sector
- Describe two reasons for the growth of government spending since 1930
- Identify the two kinds of government spending: **goods and services** and **transfer payments**; describe their differences and provide examples for each

**Section II: What are the expenditures for the federal, state, and local governments?**

- Define the terms **federal budget** and **fiscal year**
- Describe the steps used to establish the federal budget (Developed by Office of Management and Budget/Executive Branch, delivered to Congress, House of Representatives subcommittees, appropriations bills, etc.)
- Discuss concepts of **balanced budget**, **budget deficit**, and **budget surplus**
- Identify the purpose of a **balanced budget amendment**
- Describe the difference between **mandatory** and **discretionary spending** and cite examples of each
- Analyze the federal budget for the current fiscal year; identify the largest mandatory and discretionary spending
- Review the concept of **intergovernmental expenditures** (funds transferred from one level of government to another for spending)
- Create a chart which identifies the categories of spending by the federal, state, and local governments

**Section III: How does deficit spending help create national debt?**

- Describe the difference between the **national debt** and the **federal deficit**
- Discuss the relationship of the federal deficit to the federal debt

- Define the term **trust funds** (special accounts used to fund specific types of services) and explain why economists tend to disregard this portion of the debt
- Examine how the national debt is viewed on a **per capita** basis
- List and describe the five ways the national debt can effect the economy: **transferring purchasing power, reducing economic incentives, causing a crowding out effect, and redistributing income**
- Discuss how the transferring of purchasing power between generations will affect you
- List and describe the four legislative attempts to deal with the problem of federal budget deficits (mandating a balanced budget, Budget Enforcement Act of 1990 featuring “pay-as-you go” provision, line-item veto power, Balanced Budget Agreement of 1997 containing rigid spending caps)
- Identify the event in 2001 that added to the national debt
- Define the term **entitlement** (broad social programs) and describe how they add to the national debt
- Examine the major types of federal expenditures and classify whether they are entitlement or non-entitlement programs

## **Topic 9: Financial Markets**

### **Section I: How do the components of the financial system work together to transfer savings to investors?**

- Explain the significance of **saving** v. **savings**
- Describe the work of a **financial system** (a network of savers, investors, and financial institutions that work together to transfer savings to investors)
- Define the role of **financial intermediaries** in a financial system
- Discuss the relationship between the financial system and the economy
- Compare and contrast how **non-bank financial intermediaries** (finance companies, life insurance companies, and pension funds) channel savings to borrowers
- Identify the factors one should consider when investing: consistency and simplicity of investment, risk-return relationship, investment objectives; describe how these considerations vary for people in different age groups

## **Section II: What are financial assets and their markets?**

- Define the term **bond** and describe its **three main components: coupon rate, maturity and par value**
- Describe how a bond **current yield** is determined (annual coupon interest divided by purchase price)
- Discuss the factors that determine a bond's value
- Create a chart that identifies financial assets and describes their characteristics (**certificates of deposit, corporate bonds, municipal bonds, government savings bonds, treasury notes, treasury bonds, treasury bills, and Individual Retirement Accounts**)
- Compare and contrast corporate, municipal, and government savings bonds
- List and describe the four types of markets for financial assets: **capital, money, primary, and secondary markets**
- Design an investment plan for yourself; determine which financial asset or assets you would choose

## **Section III: How are equities traded in markets?**

- Define the term **equities** (stocks that represent ownership shares in corporations) and describe the role of a **stockbroker**
- Evaluate the **Efficient Market Hypothesis (EMH)** and discuss how it is used to determine a stock's efficiency
- Examine the use of **portfolio diversification** as a strategy for offsetting stock declines
- Describe how **mutual funds** and **401(k)** plans work
- Examine the **stock or securities exchange**; discuss the role of the **New York Stock Exchange (NYSE)** and **American Stock Exchange (AMEX)**
- Describe the difference between an **over-the-counter market** and the NYSE
- Evaluate how **stock performances are measured** via the **Dow Jones Industrial Average (DJIA)** and the **Standard & Poor's 500 (S&P 500)**
- Define the terms "**bull market**" and "**bear market**"
- Describe the difference between a **spot market** and a **futures contract**
- Identify and discuss the different types of future contracts: **option, call option, and put option**

## **Unit 4: Macroeconomics/ Performance and Stabilization**

## Topic 10: Macroeconomic Performance

### Section I: How do we measure the output and income of a nation?

- Define the term **macroeconomics** (economics that deals with the economy as a whole and uses aggregate measures of output, income, prices, and employment)
- Examine the use of **gross domestic product (GDP)** as a measure of national output and explain its importance
- Describe what goods and services are included in the GDP
- Identify and cite examples of those things that are **excluded from the GDP: intermediate products** (goods used to make other products already counted in the GDP), **secondhand sales** (sales of used goods), **non-market transactions** (economic activity not taking place in the market), and **underground economy** (unreported legal or illegal activities)
- Examine the concepts of **real GDP** v. **current GDP** and **GDP per capita**; determine how **inflation** factors in to these measures
- List and describe the five **measures of national income: gross national product (GNP), net national product (NNP), national income (NI), personal income (PI), and disposable personal income (DPI)**
- Identify the **four sectors of the economy: consumer, investment, government, and foreign**; describe the source of income for each
- Discuss how **the out-put expenditure model:  $GDP = C + I + G + (X + M)$**  is used to explain aggregate economic activity

### Section II: How does population affect economic growth?

- Define the term **census** (complete count of population, including place of residence, and identify its' political and economic importance)
- Discuss the differences in **urban** and **rural population** and describe the historical growth of population in the United States
- Examine the **characteristics of population: age and gender, race and ethnicity**
- Identify and discuss the **factors influencing population trends: fertility, life expectancy, and immigration levels**
- Describe how projection of population trends help determine the direction of economic development

- Discuss why the population growth is declining and evaluate the impact this will have on the economy; review how a market economy accommodates change

### **Section III: What factors contribute to income inequality and how are programs implemented to reduce poverty**

- Define the terms **poverty threshold** (annual dollar income used to determine the number of people in poverty) and **poverty guidelines** (administrative guidelines used to determine eligibility for certain federal programs)
- Explain what is meant by the term **distribution of income**
- Identify the major **reasons for income inequality: education, wealth, tax law changes, decline of unions, service jobs, monopoly power, discrimination and changes in family structure**
- Create a chart that lists and describes the major **programs designed to alleviate the problem of poverty (welfare, food stamps, Medicaid, tax credit, enterprise zones, workfare, etc.)**

## **Topic 11: Economic Stability**

### **Section I: How do business cycles and fluctuations affect economic activity?**

- Define the terms **business cycle** (regular increases and decreases in GDP) and **business fluctuations** (irregular increases and decreases in real GDP)
- Explain what cause business cycles and how they are forecasted
- Identify and describe the two main **phases of the business cycle: recession and expansion**
- Explain the difference between a **depression** and a **recession**
- Describe the effects of the Great Depression
- Discuss how economists use **statistics** and **econometric models** to describe the behavior of the economy
- Evaluate the use of **short-term** and **long-term econometric models** and determine which are more accurate

### **Section II: How does inflation affect the economy?**

- Define the terms **inflation** (increase in the general level of prices and goods and services) and **deflation** (decrease in the general level of prices and goods and services)

- Identify and describe the **three main price indexes** that are used to measure inflation: consumer price index (CPI), producer price index (PPI), and implicit GDP price deflator
- Explain the difference between the **price level** and the **rate of inflation**
- Discuss the **causes of inflation: demand-pull inflation, cost-push inflation, wage-price spiral, and excessive monetary growth**
- Discuss the main **consequences of inflation: reduces purchasing power, distorts spending, and affects the distribution of income**

### Section III: What causes unemployment and how is it measured?

- Define the terms **civilian labor force** (non-institutionalized part of the population, age 16 and over, either working or looking for a job) and **unemployed** (working for less than one hour per week for pay or profit, while being available and making an effort to find work)
- Explain how the monthly **unemployment rate** is calculated (number of unemployed persons divided by the total civilian work force)
- Create a chart that lists, describes and provides an example of the **five major kinds of unemployment: frictional, structural, cyclical, technological, and seasonal**
- Discuss how unemployment can cause uncertainty, instability, and social problems
- Describe the costs and benefits of **outsourcing**
- Evaluate the political costs of economic instability

## Topic 12: Money, Banking, and the Fed

### Section I: What is money?

- Define the terms **money, barter, currency, and monetary unit**
- Identify the different types of money that have been used throughout world history and American history
- Describe the characteristics of money
- Explain why trade was difficult in a **barter system**

### Section II: What does money do?

- Explain how money is used as a **medium of exchange**
- Describe how money is a way of **calculating value**
- Define how money is used as a **method of saving**

### Section III: What is money and banking like today?

- Identify the principle kinds of money used in the U.S. (paper, coin, and checks)
- Illustrate how to open a checking account, write and/or endorse a check and calculate interest on bank accounts
- Describe how **modern day technology** has changed the banking system (i.e. the **electronic funds transfer (EFT) system**, the **automatic teller machine (ATM)**, and **debit cards**)
- Define the differences between a **commercial bank**, a **savings and loan association** and a **mutual savings bank**

#### Section IV: How did modern day banking develop?

- Examine the early history of **unregulated banking** in the U.S. and the abuses and supply problems that occurred (private banking issuing their own currency)
- Review the **U.S. Constitution; Article 1, Section 8** and **Article 1, Section 10** in terms of **distribution**, and **regulation of the paper money supply**
- Discuss the emergence of **state banks** after the Revolutionary War
- Define the terms “**greenbacks**” and **legal tender-fiat currency**
- Examine the **National Currency Act of 1863** and the creation of a **National Banking System (NBS)**
- Explain how the need to finance the **Civil War** shifted the makeup of the paper **money supply** from entirely **private** to entirely **public**
- List **problems** that occurred with the **NBS** by the turn of the 20<sup>th</sup> century and how this led to the creation of the **Federal Reserve System, or Fed**
- Define the terms “**bank run**” and “**bank holiday**”
- Examine the effects of the Great Depression on the U.S. banking system
- Describe the **Banking Act of 1933 (Glass-Steagall Act)** and the creation of the **Federal Deposit Insurance Corporation (FDIC)**
- Define the purpose of the **FDIC**
- Discuss the principles of **fractional reserve**, **legal reserve**, **reserve requirements**, **member bank reserve** and **excess reserve**

#### Section V: What is the structure and function of the Fed?

- Diagram the structure and function of the Fed: **Board of Governors**, **Federal Open Market Committee (FOMC)**, **Advisory Councils**, **District Banks**, and **Member Banks**

- Explain why and how the Fed conducts **monetary policy-change** in the money supply
- Define the terms “**tight money policy**” and “**easy money policy**” and explain how they impact the economy
- Investigate the **reserve requirement (monetary expansion and monetary contraction)**, **open market operations**, and **discount rate** as tools of monetary policy
- Describe the effects of Fed’s monetary policies on other interest rates (i.e. **prime rate**)
- Analyze the **quantity theory of money** in terms of **inflation** and **recession**

### Section VI: What other responsibilities does the Fed have?

- Define the Fed’s role in **maintaining the money supply and payment system**
- Describe the Fed’s role in **regulating and supervising banks**
- Explain how the Fed is responsible for **implementing some consumer legislation (i.e. Truth in Lending Act)**
- Investigate the Fed’s function with regard to the **financial services it provides the government and its agencies** (i.e. auctions of Treasury securities; issuing, servicing and redeeming of Treasury securities, and maintaining accounts for the government)

### Topic 13: Economic Stabilization Policies

#### Section I: How is economic equilibrium created?

- Review the concept of **equilibrium price** ( price where quantity supplied equals quantity demanded)
- Identify the factors influencing the increase or decrease of **aggregate supply (AS)** and **aggregate demand (AD)**
- Discuss how macroeconomic equilibrium is reached and why it is important
- Explain how aggregate supply and aggregate demand help economic policy making

#### Section II: How can government promote economic growth through economic policies?

- Define the term **fiscal policy** (use of government spending and revenue collection measures to influence the economy)

- Identify the three policies used by the government to stabilize and create growth in the economy (**demand-side, supply-side, and monetary policies**); describe their limitations
- Evaluate how the theories of **John Maynard Keynes (Keynesian Economics)** are utilized in fiscal policy making
- Identify which component of GDP Keynes labeled as the cause of instability (business of investment sector)
- Explain how the “**multiplier-accelerator effect**” contributes to the instability of the GDP
- Describe the role of **automatic stabilizers** (programs that automatically provide benefits to offset a change in a person’s income) and cite examples of such programs (i.e. unemployment insurance, food stamps, Medicare, etc.)
- Investigate how **monetarists** determine the proper **growth rate for the money supply** and problems associated with **expansionist monetary policies**
- Analyze how fluctuations in the money supply affect the economy
- Define the main goals of **supply-side policies**, their impacts and limitations
- Discuss how supply-side and demand-side policies differ with regards to the role of the government

**Section III: How do economic policies change as time and circumstances change?**

- List and define the **types of fiscal policy: discretionary, passive, or structural**; cite examples of each
- Discuss the difficulty of using discretionary fiscal policies and why they have been replaced by structural fiscal policies
- Describe the role of the **Council of Economic Advisers**
- Explain why new problems will arise in the economy, as old ones are solved
- Describe how economists sometimes differ in their view of economy

# **Eighth Grade Social Studies**

## **United States and New York State History**

### **Course Outline**

#### **Unit VII: Development of Industrial America**

##### **Chapter 18: Settling the Western Frontier – 1862 to 1890**

- Explain how pioneers traveled in the West and how the transcontinental railroad was built
- Describe what kind of people lived on the frontier and what their life was like
- Explain how the westward movement affected the Indians of the West
- Describe the help Congress gave the Indians and the end of the frontier

##### **Chapter 19: Becoming an Industrial Giant – 1870 to 1900**

- Describe the development of the steel industry
- Describe the development of the petroleum industry
- Define the new ways that businesses were organized
- List new industries and inventions that changed the world

##### **Chapter 20: A Nation of Cities – 1882 to 1900**

- List reasons for the growth of cities
- Describe working conditions in factories
- Explain the reasons for different immigrant groups coming to the U.S.
- Identify how immigrants and African Americans faced discrimination
- Identify aspects that made city living interesting
- Name some of the social problems of the cities and why they existed

##### **Chapter 21: A New Spirit of Reform – 1872 to 1897**

- Explain why reforms were needed
- Describe the major reforms that occurred during the period
- Describe how labor unions helped workers
- Explain the purpose of the Sherman Antitrust Act
- Describe the populist movement

#### **Unit VII: The Emergence of Modern America**

## **Chapter 22: America Becomes a World Power**

- Identify the reasons for the Spanish-American War
- Explain the outcome of the Spanish-American War
- Describe how America expanded in the Pacific and became a stronger nation
- Explain President Theodore Roosevelt's reforms and the impact of the Progressive movement
- List the major accomplishments of Theodore Roosevelt's presidency
- List the major accomplishments of Taft's presidency
- Describe the election of Woodrow Wilson

## **Chapter 23: World War I – 1913 to 1920**

- List the major accomplishments of Wilson's presidency
- Explain the events that caused WW I
- Define the United States' neutrality until 1914
- Describe the United States' involvement in WW I
- Explain Wilson's 14 Points
- Define the problems with the Treaty of Versailles

## **Chapter 24: The Roaring 20's – 1920 to 1929**

- Examine the presidencies of Warren Harding and Calvin Coolidge
- Name some of the social developments of the period
- Describe some cultural developments of the Roaring 20's
- Identify social problems that developed during the Roaring 20's
- List the reasons for the 1929 stock market crash

## **Unit IX: The Depression and World War II**

### **Chapter 25: The Depression and the New Deal – 1930 to 1939**

- Explain the factors that contributed to the Great Depression
- Describe the conditions during the Great Depression
- Describe President Franklin Roosevelt's "New Deal" policy
- Identify some of the problems of the "New Deal" policy
- Identify well-known people of the time (i.e. arts, literature, politics)

### **Chapter 26: World War II – 1939 to 1945**

- Describe major events in Europe and Asia during the 1920's and 1930's and the reactions of the United States
- Identify the steps that led to WW II

- Describe how Germany came to control most of Europe
- Describe why France and Britain declared war on Germany
- Examine the events of Pearl Harbor
- Discuss life in the United States during WW II
- Explain how American involvement affected the outcome of WW II

## **Unit X: Postwar United States**

### **Chapter 27: A Time of Challenge and Change**

- Identify changes in the United States' economy after WW II
- Describe the effects of the war; formation of the United Nations, the Fair Deal program, and the election of 1948
- Define "Cold War" and identify its beginning
- Describe the Marshall Plan
- Define NATO
- Explain the United States' involvement in the Korean War
- Describe America in the 1950's, include McCarthyism, civil rights movement, family life, and the space race

### **Chapter 28: Support for Freedom – 1960 to 1969**

- Describe the beginning of U.S. space exploration
- Examine the election of 1960
- Explain the United States' involvement in major world events
- Describe John F. Kennedy's presidency and his assassination
- Describe Lyndon Johnson's presidency and the increasing involvement in the Vietnam War
- Examine the civil rights movement, the woman's movement, and the concerns of Hispanics and young people
- Describe the events of the 1968 election and the assassinations of Martin Luther King and Robert Kennedy

## **Unit XI: Contemporary United States**

### **Chapter 29: America in a Changing World – 1970 to 1980**

- Explain how the Vietnam War ended and the results of the war
- Describe how the United States improved relations with China and the Soviet Union

- Examine the events of the Watergate scandal
- List the problems faced by President Gerald Ford
- List the national and international problems faced by President Jimmy Carter
- Examine the hostage crisis and problems with the Soviet Union

### **Chapter 30: The 1980's – 1980 to 1989**

- Identify important national events that the Reagan administration faced
- Explain important foreign events and issues facing the Reagan administration
- Describe events at the start of the Bush administration

### **Chapter 31: The 1990's – 1990 to 1999**

- Explain how communist rule in the Soviet Union ended
- Name some of the causes of the Persian Gulf War
- Describe the policies and attempts at reform by the Clinton administration
- Examine the world conflicts involving the United States in the 1990's
- List some of the problems and changes that occurred in the United States during the 1990's
- Describe the beginning of the new millennium and the election of 2000

### **Chapter 32: The 21<sup>st</sup> Century Begins – 2001 to Present**

- Describe the terrorist attack of September 11, 2001
- Examine the wars in Afghanistan and Iraq; the United States' involvement and the affects on the United States
- Describe the presidential election of 2004
- Describe life in the United States at the beginning of the 21<sup>st</sup> century

# Global History and Geography II

## Course Outline

### 10<sup>th</sup> Grade Social Studies: Regents in Global History and Geography II

#### Industrial Revolution to Modern Era (1625 ~ Present)

**Introduction to Global Studies II:** a continuation of world studies beginning with the Scientific and Industrial Revolution and ending with current global issues in our present-day world. Students should be prepared for a final comprehensive state Regents Exam in Global Studies and Geography having completed the two year course in Global Studies.

#### Unit V: Enlightenment and Revolution

#### Topic 18: Revolution in Science and Thought (1628 ~ 1789)

##### Section I: The Scientific Revolution

- Describe **scientific method** and differentiate scientific method (test and observation) from the old ways of observation (based on Greco-Roman theories and Church teachings during the Middle Ages)
- Identify and discuss the theories of **Copernicus, Galileo, Newton, Bacon and Descartes**
- Describe the challenges faced by the revolutionary thinkers from the Church and governments of the later Middle Ages
- Discuss new inventions and theories of the **Scientific Revolution** and compare them to prior thought and invention

##### Section II: The Enlightenment

- Explain how ideas of the **Scientific Revolution** lead to the **Enlightenment** or **Age of Reason**
- Discuss the idea of **natural law** and explain the challenges to society and government presented by the writers and thinkers of the Enlightenment
- Identify and discuss the works and ideas of: **Thomas Hobbes, John Locke, Adam Smith, Baron de Montesquieu, Jean-Jacques Rousseau, Voltaire, Wollstonecraft and Diderot**
- Compare and contrast the views on government and the economy presented by the new thinkers (i.e. **Social contract, views of human**

- nature, free market economy, policy of laissez-faire, natural rights, democracy and separation of powers)
- Identify enlightened despots: **Maria Theresa, Joseph II, Catherine the Great**

### **Section III: The American Revolution (1775 ~ 1781)**

- Locate and identify the **thirteen English colonies** in the Americas
- Discuss the causes of the **American Revolution** and the **Declaration of Independence**
- Describe the effects of **Thomas Paine's** pamphlets; ***Common Sense*** as **propaganda**
- Discuss the outcomes of the Revolutionary War
- Explain how Enlightenment ideas were included in the formation of the new United States' government the **Constitution** and the **Bill of Rights**
- Explain the effects the American Revolution had on other countries

### **Topic 19: The French Revolution and Napoleon (1789 ~ 1815)**

#### **Section I: The Revolution Begins**

- Discuss the political, social and economic factors that combined to cause unrest in France
- Describe **social inequality** and the economic and social differences between the **Three Estates** and the structure of French society
- Illustrate the effects the **Glorious Revolution** and the **American Revolution** had on French society and political thought
- Identify French monarchs: **Louis XV** and **Louis XVI** and compare with the rule of **Louis XIV**
- Explain the results of the 1789 meeting of the **Estate-General** and the **Tennis Court Oath**

#### **Section II: Revolution and Terror**

- Describe events leading to the **Storming of the Bastille**
- Identify, discuss and describe **The Declaration of the Rights of Man and Citizen** (1789) and the slogan "**Liberty, Equality, Fraternity**" and their relationship to the American Constitution and the writings of Enlightenment thinkers
- Discuss and compare the views of the **Jacobins**, and the **Girondins** during the meeting of the **National Convention**

- Describe the **Reign of Terror** and identify **Maximillien Robespierre** and his part in the terror (**Committee of Public Safety**)

### Section III: Napoleon Bonaparte

- Identify **Napoleon Bonaparte** and describe his rise to power
- Explain factors leading to formation of **The Directory** and describe how it was different from the **National Convention**
- Discuss the causes and results of Napoleon's military actions and victories (**Napoleonic Wars**)
- Discuss the **dissolution of the Directory** and describe Napoleon's role as **First Consul**
- Describe the achievements and contributions of Napoleon as Consul and **The Code of Napoleon**
- Describe how Napoleon became **Emperor of France**

### Section IV: End of Napoleon

- Locate and identify the boundaries of the **French Empire**, **Russia**, and **Spain** in 1807
- Explain how the **geography** and **climate** affected Napoleon's invasion of Spain and Russia and led to his downfall
- Describe the **Battle of Waterloo** and its significance

## Topic 20: The Growth of Nationalism (1800 ~ 1900)

### Section I: The Rise of Nationalism in a Changing Europe

- Discuss the purpose of the **Congress of Vienna** in September 1814; the results of the Congress; and the role of the **Concert of Europe**
- Discuss the reaction to the decisions of the Congress throughout Europe
- Explain how war in Europe helped to create the **Third Republic** in France

### Section II: Change in Eastern Europe

- Locate the **Balkan Peninsula** on a map and identify major geographic and climatic features
- Identify the boundaries of the **Ottoman Empire** in the early 1800s
- Define **nation-state** and locate the Balkan nation-states of: **Greece**, **Albania**, **Romania**, **Serbia**, **Croatia** and **Bulgaria**
- Compare and contrast the cultural and ethnic diversities found in the nation-states under control of the Ottoman Empire in the early 1800s

- Explain how rising nationalism led to the fight for **self-determination** in the Balkans and evaluate successes and failures
- Summarize the meaning of the expression “**sick man of Europe**”
- Explain the causes and effects of the **Crimean War, the Congress of Berlin** and the **Russo-Turkish War of 1877**
- Identify and describe the achievements of **Czar Nicholas II** of Russia and his legislation; **The Edict of Emancipation (ending serfdom)**

### **Section III: Independence Movements in Latin America**

- Locate **Latin America** on a map and identify the major geographic and climatic features
- Locate the countries of Latin America on a political map
- Recall the social and class structures (**encomienda system**) of Latin American countries imposed upon them by European imperialistic countries (based on birth and race)
- Explain the relationship of Enlightenment, and revolutions in the United States and France to the rise of independence movements in Latin America
- Discuss the causes and effects of revolt in **Haiti** and the role of **Francois Dominique Toussaint**
- Identify and describe the contributions of the following “**liberators**”: **Simon Bolivar (the Liberator), Jose de San Martin** and **Miguel Hidalgo y Costilla**
- Discuss reaction of the United States to unstable governments of Latin America (i.e. **Monroe Doctrine**)

### **Topic 21: Changes in Asia, Africa and Australia (1550 ~ 1850)**

#### **Section I: Asian Empires**

- Locate the area controlled by the **Qing Dynasty** (1644 ~ 1911) on a map
- Describe the social and political structure under the **Qing (Manchu) Dynasty**
- Explain the reasons why the Manchu tried to keep China isolated from foreigners
- Identify and list achievements of shogun **Tokugawa Ieyasu** in Japan
- Explain the purposeful isolation of Japan from the West under Tokugawa rule
- Evaluate the effect geography had on isolation of China and Japan

## **Section II: Africa**

- Identify the large kingdoms developed in West and Central Africa in the sixteenth through eighteenth centuries
- Describe how **King Shaka** helped make the **Zulu** warriors such an effective fighting force
- Discuss reasons the Dutch, British and Portuguese desired to trade and settle in parts of Africa during the 1700-1800s

## **Section III: Australia**

- Locate **Australia** and **New Zealand** on a map and identify the major geographic and climatic features
- Investigate **Aboriginal** culture prior to contact with Europeans
- Locate the **Pacific Islands** of Southeast Asia on a map and identify the three geographic regions of the Pacific Islands
- Discuss first European settlers in Australia (**penal colony**) and give reasons for colonization of Southeast Asia and the Pacific Islands

## **Unit VI: Industrial Revolution**

### **Topic 22: The Industrial Revolution and Social Change (1733 ~ 1928)**

#### **Section I: The Industrial Revolution Begins**

- Locate **Great Britain** on a map and identify the major geographic and climatic features
- Define and discuss the series of changes that characterize the **Industrial Revolution**
- Differentiate the **cottage industry (domestic system)** means of production from the **factory system** of production
- Discuss the **geographic, economic and social factors that set the stage for the beginnings of the Industrial Revolution in Great Britain** in the mid 1700s (i.e. **geography, population, capital for investment, technology an abundance of raw materials and energy sources**)
- Explain how the development of **steam power** led to a revolution in transportation
- Describe the technological innovations in the **textile industry**
- Identify and list the achievements and contributions of the following inventors: **John Jay, James Hargreaves, James Watt, Richard Arkwright, Eli Whitney, Robert Fulton and George Stephenson**

- Explain the effects of the Industrial Revolution on society, **urbanization**, production of goods, housing issues, and work conditions for factory workers
- Evaluate the influence of **Adam Smith's** *Wealth of Nations* on the economic system developing in Europe

## **Section II: Industry Spreads**

- Locate the countries of **Western Europe** on a map
- Show the spread of industry in Europe to: Belgium, France, and Germany
- Discuss the rapid **industrialization** in the United States; the **Lowell System**; **interchangeable parts** and the **factory system**
- Explore new **inventions** and **innovations** in **transportation** and **communication** and pair with **inventors** (steamboat, locomotive, telegraph, telephone)
- Explore new **inventions** and **innovations** in **science** and **technology** (anesthetics, electric light bulb, phonograph, x-ray, etc.)
- Analyze the effect industrialization had on European colonialism

## **Section III: Urbanization, Immigration and Growth of the Middle Class**

- Explain how industrialization helped to cause rapid **urbanization** and migration from rural areas
- Discuss immigration to the United States and growth of U.S. cities
- Discuss the **social problems** caused by the rapid growth of cities (tenements, sanitation, diseases, hazardous living and working conditions, etc.)
- Describe the affect of industrialization on the **growth of the middle class** in the **Victorian Age**
- Evaluate the positive and negative effects of urbanization
- Evaluate the extent to which the Industrial Revolution is still a part of our daily lives
- **Section IV: Reform Movements**
- Identify the areas of **social reform** in which women took leadership roles during the 1800s
- Summarize the goals and methods of the **union movement**
- Discuss goals of the **Progressive Movement** in the United States
- Compare and contrast economic systems: **capitalism**, **socialism** and **communism**
- Identify Karl Marx and his works: The *Communist Manifesto* and *Das Kapital*

## **Topic 23: Nationalism and Expansion (1800 ~ 1900)**

### **Section I: Great Britain**

- Discuss legislative reforms broadening democracy in Great Britain; **The Reform Act of 1832**
- Describe the effects of the **Great Potato Famine** in Ireland and the response of the British government
- Explain the reasons for Canada and Ireland's fight for self-rule

### **Section II: United States**

- Discuss westward expansion in the United States: **Louisiana Purchase, Monroe Doctrine, Manifest Destiny**
- Discuss the causes and effects of the **U.S. Civil War 1861 ~ 1865**
- Analyze the effects of the U.S. Civil War on the countries of Europe
- Discuss the outcome of the war
- Explain why the number of immigrants entering the U.S. dramatically increased between 1891 ~ 1920

### **Section III: Unification of Italy and Germany**

- Identify **Giuseppe Garibaldi, Count Camillo Cavour**, and their role in the **nationalist** movement and the **unification of Italy**
- Identify **Kaiser Wilhelm I, and Otto Von Bismarck** and their role in the **unification of Germany**
- Explain what the **German Confederation** was and how it was formed
- Explain why France supported Italy's Unification but opposed unification for Germany

### **Section IV: The Austro-Hungarian Empire**

- Discuss the role of the **Hapsburgs** in the **Austro-Hungarian Empire**
- Identify **Franz Joseph** and the formation of the dual empire
- List the main ethnic groups in the Austro-Hungarian Empire

## **Topic 24: Imperialism (1850 ~ 1923)**

### **Section I: Western Imperialism Spreads**

- Describe how the spread of the **Industrial Revolution** in Europe and the United States contributed to **imperialism** in **Africa, India, and the Middle East**
- Explain the **economic, social and political factors** that served as important **motives for western imperialism**
- Illustrate the **causes and consequences** of imperialism
- Explain the concept of **Social Darwinism**
- Compare “new” imperialism to old colonialism

## Section II: Imperialism in Africa

- Identify **Henry Morton Stanley** and **Dr. David Livingston** and explain how their travels contributed to the “carving up” of Africa
- Describe the accomplishments of the **Berlin Conference of 1885** concerning European imperialism in Africa
- Use a political map of Africa in 1914 to show the colonization and control by European powers
- Explain why Britain sent soldiers to Egypt in 1882
- Locate the **Suez Canal** on a map and discuss the importance of the water-way
- Define **sphere of influence** and describe competition among the European nations for control of African territories

## Section III: British Imperialism in India

- Describe how Great Britain gained control over India
- Explain the causes of the **Sepoy Mutiny (1857 ~ 1858)** and describe its’ outcomes
- Compare and contrast the pros and cons of **imperialism** for the people of India
- Discuss the significance of the **Indian National Congress** and the **All-India Muslim League** and describe the role they played in India’s nationalist movement and drive for independence
- Identify **Mohandas K. Gandhi** and describe the methods of his independence movement

## Section IV: Imperialism in the Islamic World

- Explain the external pressures and internal conflicts that caused decline of the **Ottoman Empire**
- Explain why France and Great Britain sided with the Ottoman Empire during the **Crimean War**
- Summarize the results of the **Congress of Berlin**

## **Topic 25: Imperialism in Asia and Latin America (1821 ~ 1914)**

### **Section I: China**

- Discuss China's **isolationist** policy prior to the 1700s
- Describe the **restrictive trade** policy of China with Europe prior to 1760
- Discuss the causes and effects of the **Opium Wars** (1839 ~ 1842)
- Evaluate the terms of the **Treaty of Nanjing** and the series of **Unequal Treaties (extraterritoriality)**
- Explain the cause and effect of the **Taiping Rebellion** (1850 ~ 1864)
- Describe and evaluate the terms of the **Open Door Policy**, locate and identify the European **Sphere of Influence in China**, 1860
- Evaluate the effect of foreign economic control on the people and government of China
- Investigate and explain the events leading to the **Boxer Rebellion** (1898 ~ 1900) and evaluate results
- Identify **Sun Yat-sen** and his role in **China's Revolution** (1911)
- Evaluate the effects of the revolution in China

### **Section II: Modernization of Japan**

- Explain what **Commodore Mathew Perry** and U.S. **President Fillmore** asked of Japan in 1853
- Recognize reasons for Japan's failure to resist the U.S.
- Describe Japan's policy toward foreign nations and foreigners in the early 1800s
- Describe the terms of the **Treaty of Kanagawa** (1854)
- Explain the origins of the **Meiji Restoration** (1867) and **Emperor Mutsuhito** and the **Charter Oath**
- Discuss the political, social and economic effects of government policies and reforms during the **Meiji Restoration (industrialization, class structure, etc.)**
- Contrast Japan's **foreign policy** in the early 1800s with its foreign policy during the late 1800s and early 1900s
- Discuss the **lack of natural resources** in Japan and the effect of **geography** on the nation
- Discuss reasons for Japanese **imperialism** and locate the areas of control and conflict
- Describe the cause and effects of the **first Sino-Japanese War** (1894 ~ 1895) and the **Russo-Japanese War** (1904 ~ 1905)

### **Section III: Economic Imperialism in Latin America**

- Discuss how **U.S. imperialism** in Latin America was different from European imperialism (i.e. **colonialism v. economic imperialism**)
- Discuss the economic, social and political problems that made it **difficult for Latin American countries to unite** and resist foreign interference
- Discuss the provisions of the **Monroe Doctrine** and the **Roosevelt Corollary** to the **Monroe Doctrine** (a.k.a. **Big Stick Diplomacy**)
- Explain how the U.S. benefited from independence movements in Latin America and the **Spanish-American War** (1898)
- Locate the **isthmus of Panama** on a map, recognize the great significance to trade due to construction of the **Panama Canal** (1904 ~ 1914)
- Evaluate the terms of the **Treaty of Guadalupe Hidalgo** in 1848
- Discuss the role **Benito Pablo Juarez, Porfirio Diaz, Emiliano Zapata** and **Pancho Villa** had in the fight for independence and development of government and policies in Mexico and the **Mexican Revolution**

### **Unit VII: The World at War**

#### **Topic 26: World War I and the Russian Revolution (1914 ~ 1920)**

##### **Section I: Factors Leading to War**

- Discuss the tensions developing in Europe in the late 1800s and early 1900s
- Discuss how the **Industrial Revolution** led to increased tensions in Europe
- Describe and explain the long term causes of **World War I** (**M.A.I.N.** causes: **Militarism, Alliance Systems, Imperialism and Nationalism)**
- Identify and locate on a map the nations that made up the **Triple Entente** and the **Triple Alliance** and the purpose of joining these alliances (**Balance of Power**)
- Locate **Bosnia** and **Sarajevo** on a 1914 political map, locate the **Balkan Peninsula**
- Discuss the events of the **Amritsar Massacre** in India (1919)
- Discuss the **assassination of Archduke Franz Ferdinand** of Austria-Hungary by a member of the **Black Hand Society** (July 14, 1914)

- Evaluate reasons that the Balkans were a “*powder keg*”
- Analyze the effects of the assassination (**the spark that started the war**) ... a chain reaction between the alliances
- Explain the events following the assassination and show the major nations that made up the **Central Powers (Germany, Austria-Hungary, Bulgaria and the Ottoman Empire)** and the **Allied Powers (Russia, Great Britain, France, Italy 1915, U.S. 1917)** and the countries that remained neutral

### Section II: War Begins (1914 ~ 1918)

- Discuss the advantages of the **Central and Allied Powers**
- Show that World War I (**The Great War**) was the first **industrialized war**
- Discuss the **new technologies** used for the first time during war (**machine gun, submarines, poison gas, airplanes, etc.**)
- Evaluate the concept of “**Total War**” and the effect of the war on: civilians, women, government and resources
- Discuss the **new types of warfare (trench warfare, air and sea weapons)** and **stalemate**
- Discuss fighting on the **Eastern Front** and the **Western Front**
- Discuss causes and effect of the sinking of the **Lusitania**, **unrestricted submarine warfare** and the **Zimmerman telegram** (U.S. enters the war)
- Discuss the significance of the U.S. entering the war

### Section III: The War Ends

- Explain the events leading to the surrender and signing of the **armistice** by Germany on the eleventh hour of the eleventh day of the eleventh month (**November 11, 1918**)
- Discuss the effects of World War I (i.e. **costs, loss of life, total war, the draft, women taking jobs, soldiers left behind, propaganda, rationing**)
- Examine the cause and effect of the **Armenian Massacre** by the Ottoman Turks
- Examine and discuss **Wilson’s Fourteen Points** and evaluate the extent to which they were used in the **Paris Peace Conference**
- Identify “**The Big Four**”
- Describe the harsh terms set forth by the **Treaty of Versailles** for the **Central Powers**

- Describe the punishments given to Germany (**war guilt clause, loss of colonies, loss of land and resources, war reparations, etc.**) according to the Treaty of Versailles
- Discuss the creation of the **League of Nations** and its main purpose

#### **Section IV: The Russian Revolution**

- Discuss the problems and discontent of the Russian peasants and factory workers in the late 1800s and early 1900s
- Identify and discuss the rule of **Czar Nicholas II**
- Explain the cause and discuss the outcome of **Bloody Sunday** (January 22, 1905)
- Describe how the fighting in World War I affected the revolutionist thought in Russia (**Peace, Bread and Land**)
- Summarize the events of the **November Revolution** and the **Russian Civil War**
- Identify **Vladimir I. Lenin** and discuss his views on revolution and government
- List and examine the ideas of **communism (Karl Marx)** with V.I. Lenin's view of communism

#### **Topic 27: Crises Around the World (1919 ~ 1938)**

##### **Section I: Government Changes in the Soviet Union**

- Analyze the **Communist Constitution** (1918) under Lenin's leadership and evaluate the extent to which it was followed
- Discuss early communist practices under **V.I. Lenin**
- Describe the goals and the main points of the **New Economic Policy (NEP)**, 1921
- Describe **Joseph Stalin's (man of steel)** rise to power (1924 ~ 1954)
- Discuss the goals of Stalin's **Five Year Plan** and evaluate the results of the plans
- Describe the **collective farms, command economy** and the **quota systems** set up to increase agricultural production
- Evaluate and discuss Stalin's **totalitarian** control over the Soviet Union and her people (**The Great Purge, Russification, censorship**) and **human rights violations**
- Compare and contrast the leadership and ideologies of a **market economy** and a **command economy**
- Compare and contrast the ideologies of Lenin and Stalin

## **Section II: Rebuilding Europe and the Great Depression**

- Identify problems in Europe after World War I (**debtor-nation**, cost of rebuilding, terms of the Treaty of Versailles and emergence of the U.S. as a major world power)
- Describe events leading to the **Great Depression (stock market crash, October 1929)**
- Evaluate the effect of the Great Depression on Europe and throughout the world

## **Section III: Problems in Asia**

- Describe how **Jiang Jieshi** (a.k.a. **Chiang Kai-Shek**) worked to unify China
- Discuss how Japanese imperialism and effects of the Treaty of Versailles led to the May 4<sup>th</sup> Movement
- Describe the goals of **Sun Yat-sen** and the **Guomindang (Nationalist Party)**
- Summarize the methods **Mao Zedong** used to gain popular support during **The Long March**
- Explain why Mao and the Communists were victorious over Jiang and the Nationalist
- Explain why the **Communist** and **Nationalists** fought together against the Japanese in **Manchuria**
- Review the events of the **Amritsar Massacre** in India (1919) and discuss the effect it had on the **Nationalist Movement**
- Investigate and discuss **Mohandas Gandhi** and his role and actions taken as leaders of the **Indian National Congress (The Salt March, boycotts, civil disobedience)**
- Describe Gandhi's policy of **civil disobedience**
- Describe the **Hindu/Muslim** divide in India and the goals of the **Muslim League**

## **Section IV: The Rise of Dictators**

- Discuss the rise of **Benito Mussolini** (1919) to power in Italy and the development of the **Fascist Party**
- Identify the beliefs of the **National Fascist Party**
- Discuss how **Mussolini's** economic policies affected Italy
- Describe the methods employed by Mussolini and the Fascist Party and evaluate the effects on individuals (**totalitarian state, censorship, propaganda, individual freedoms**)

- Discuss why **Weimer Republic** was created and the economic reasons for the weakening of the Republic
- Identify **Adolph Hitler**, his writings (**Mein Kampf**), his views and goals for Germany
- Explain Hitler's (and **Nazi party**) rise to power, first as chancellor, then dictator (**Fuhrer**) of Germany in 1934
- Describe and discuss the formation of the **Third Reich**, economic programs, **anti-Semitism**, **Kristallnacht**, **ghettos**, **concentration camps**
- Compare and contrast the governmental systems of **fascism**, **communism** and **totalitarianism**
- Explain why the governments of **Mussolini**, **Stalin** and **Hitler** developed along similar lines

## Topic 28: World War II (1939 ~ 1945)

### Section I: The Threat of War

- Describe the affects of the aggressive **empire building** by Germany, Italy and Japan in the 1930s
- Discuss the factors leading to the **Spanish Civil War** and the effect it had on Western democracies and the developing dictatorships in Japan, Italy and Germany
- Locate and identify Hitler's aggressive takeover of the **Rhineland**, **Austria** and the **Sudetenland in Czechoslovakia** (in violation of the Treaty of Versailles)
- Define **appeasement** and evaluate the policy as it applied to Hitler's aggressions
- Discuss the persons and purpose of the **Munich Conference** (1938) and evaluate the outcomes
- Discuss the terms of the **Nazi-Soviet Non-Aggression Pact** (1939) and identify the geographic issues facing Hitler and the technological deficiencies of the Soviets

### Section II: World War II Begins

- Locate **Poland** on a map and identify the major geographic features
- Discuss and describe the **German invasion of Poland** (September 1, 1939) and the methods of warfare employed (**blitzkrieg**, **Luftwaffe**, **technology**)
- Explain how Hitler's invasion of Poland was a turning point and an immediate cause of **World War II**

- Investigate and discuss the **Fall of France, The Blitz in Britain, the resignation of Prime Minister Neville Chamberlain and appointment of Winston Churchill**
- Examine the goals and effects of the U.S. **Lend-Lease Act**, resistance movements and the role of women in the war

### Section III: Expansion of War

- Evaluate the cause and effect of Hitler's **invasion of the Soviet Union** (June 1941) in violation of the **Nazi-Soviet Non-aggression Act**
- Describe the geographic, climatic and social factors which slowed the German invasion of the Soviet Union (**scorched-earth policy, siege of Leningrad**)
- Locate and identify the main **Axis Powers**, and main **Allied Powers** and occupied territories on a map of Europe and North Africa (1942-1945)
- Describe the Japanese attack on the U.S. military base at **Pearl Harbor** (December 7, 1941) and the results of the attack (**declaration of war, internment camps**)
- Discuss the impact of total war, new technologies and advances in science on the people and countries involved in the war
- Identify the **geographic features** that helped or hurt the countries fighting in WW II (plains in France, island nations of Great Britain and Japan, vast lands and varied climates of the Soviet Union and China)

### Section IV: End of World War II

- Recognize key events of the war: **Dunkirk, the blitz, Hitler's second front, the war in the Pacific**
- Explain how the entry of the United States changed the war
- Describe the events of **D-Day** (June 6, 1944) and the effects it had on the war
- Discuss the atrocities of war (**Holocaust, genocide, the Final Solution, human rights violations**)
- Examine the goals of the **conference at Yalta and Potsdam**
- Describe how victory in Europe was achieved and factors that led to the fall of Germany
- Discuss and identify on a map the battles during the war in the **Pacific (island hopping, Battle of Midway, Japanese refusal to surrender)**
- Identify the purpose of the **Manhattan Project** and explain how it affected the course of WW II

- Analyze **President Truman's** decision to drop the **atomic bomb** on **Nagasaki** and **Hiroshima**
- Discuss the effects of **World War II** (**human toll, nuclear war, displaced individuals, cost** etc.)

## Unit VIII: The Post World War II Years

### Topic 29: Europe (1945 ~ Present)

#### Section I: Emerging Superpowers and the Cold War

- Discuss the **political** and **economic differences** between the United States and the Soviet Union following WW II
- Describe the military power and economic strengths of the superpowers and differences that led to the **Cold War**
- Discuss the **space race, arms race** and **nuclear weapons build-up** between the **Superpowers**
- Analyze **Winston Churchill's "Iron Curtain" Speech**
- Examine the **Truman Doctrine** and **Marshall Plan** and discuss the goals of the policies
- Discuss the **division of Germany**, the **Berlin Wall** and the events of the **Berlin Airlift**
- Examine the make-up of the **United Nations**, its purpose, powers and functions
- Identify the nations and members of the **North Atlantic Treaty Organization (NATO)**, its purpose, powers and functions
- Identify the nations and members of the **Warsaw Pact**, its purpose, powers and functions and define **satellite countries**
- Locate and identify the nations belonging to: NATO, **The Warsaw Pact** and nonmember nations on a map of Europe (1955)
- Identify the importance of nonaligned nations (i.e.: India, Yugoslavia and many African nations)

#### Section II: Recovery in Western Europe

- Describe the effects of the **Marshall Plan** on the war torn democratic countries in western Europe
- Discuss the effects of the **Holocaust** on the rewriting of the West Germany constitution and its affect on
- Examine areas of economic cooperation and the goals of the **asylum laws (European Common Market)**

- Identify the members and goals of the **European Free Trade Association (EFTA)**...leading to the **European Community (EC)**
- Discuss the rapid rebuilding of West Germany's economy in the twenty years following the division of the country
- Discuss the similarities and differences among West Germany, France and Great Britain after WW II
- Analyze the causes of Great Britain's loss of colonies (**Suez Canal, India, African colonies**) and weak economy following WW II

### Section III: Political and Economic Changes in Europe

- Identify the member nations and discuss the purpose and goals of **OPEC (Organization of Petroleum Exporting Countries)**
- Identify the causes of the **oil crisis** in the 1970s
- Identify the causes of the oil crises on European economics
- Examine the rising and falling tensions between the **Superpowers** in the 1970s and 1980s and identify causes
- Identify the purpose and the participants of the **Salt I and Salt II Treaties (Strategic Arms Limitations Talks)** in the 1970s
- Describe the effects of **détente** in the 1970s
- Analyze the goals of the **Helsinki Accords**
- Analyze the causes of the weakening of the Soviet economy in the 1980s and the low standard of living
- Identify and discuss the policies of **Soviet Premier Mikhail Gorbachev** in the 1980s (**glasnost** and **perestroika**) and the events at **Chernobyl** (1986)
- Identify the causes and effects of the **collapse of the Soviet system** in 1989
- Describe the events leading to the **fall of the Berlin Wall** (1989)

### Section IV: Russia and Europe After 1989

- Discuss the effects of the **collapse of the Soviet Union** on the countries of Eastern Europe (**changing boundaries, changing economies and governments**)
- Identify the shift from **command** to **market economy** with the collapse of the Soviet Union and formation of the **CIS (Commonwealth of Independent States)**
- Examine the **ethnic** and **cultural conflicts** leading to formations of new nations and divisions
- Describe the ethnic conflicts and **human rights violations (ethnic cleansing)** in the Balkans

- Locate and identify the new nations in Eastern Europe on a map (1993)
- Evaluate the cause and effects of the Russian invasion of **Chechnya** (1994)
- Discuss development and membership of the **European Union (EU)** and adoption of the **euro** (single currency for member nations)

### **Topic 30: North and South America (1945 ~ Present)**

#### **Section I: The United States after World War II**

- Describe the effects of the **Cold War** on people living in the United States (**McCarthyism, blacklisting, etc.**)
- Analyze and discuss “hot spots” during the Cold War (**Korean War, Bay of Pigs, Cuban Missile Crisis, U.S. embargo**) and their worldwide effects
- Examine the **domino theory** and its affects on U.S. foreign policy
- Discuss America’s involvement in the **Vietnam War**
- Compare and contrast U.S. involvement in Korea and Vietnam
- Discuss the cause and effects of the **Iran-Contra scandal, the Persian Gulf War** and ethnic conflicts in **Bosnia** for the United States and the world
- Describe the **terrorist attacks** on the **World Trade Center** and the **Pentagon** in 2001 and the response of America (**Al Qaeda, Osama Bin Laden, the Taliban, Saddam Hussein, weapons of mass destruction**)

#### **Section II: Canada and the United States**

- Locate **Canada** on a map and identify the major geographic and climatic features
- Identify and explain the terms of the **North American Free Trade Agreement (NAFTA)** 1992 and economic effects on Canada, the U.S. and Mexico
- Describe the terms of the **Helms-Burton Act** 1996 and the effects on Mexico, Canada and Europe
- Discuss the problems and causes of **acid rain** and its effects on the environment

#### **Section III: Mexico, Central America and the Caribbean**

- Locate the countries of **Mexico, Central America** and the **Caribbean** on a map and identify the major geographic and climatic features and national boundaries
- Examine Mexico-U.S. **immigration policies** in the post WW II world
- Discuss cause and effects of illegal drug growth, use and transport
- Examine the twentieth century civil wars, independence movements and dictatorial rule in Latin American Countries
- Identify the goals and membership of the **Central American Common Market (CACM)**, 1960 and the **Organization of American States (OAS)**, 1948
- Discuss the political issues and revolutions in **Nicaragua, Guatemala, El Salvador** and **Panama** and the roles U.S. and U.S.S.R. in the struggles
- Identify and discuss the roles of **Manuel Noriega** and **Daniel Ortega**
- Describe the geographic and climatic issues affecting unity and economic success of many countries in Latin America
- Discuss the independent movements of many Caribbean nations and the formation of the **Caribbean Community and Common Market (CARICOM)**, 1973

#### **Section IV: South America**

- Describe the effects of the war in the **Falkland Islands**
- Discuss the importance of the **Roman Catholic Church** in South America
- Examine the political and economic problems facing the countries in South America following WW II

### **Topic 31: Asia (1945 ~ Present)**

#### **Section I: India**

- Locate the countries of **India, Pakistan Bhutan** and **Bangladesh** on a map and identify the major geographic and climatic features
- Analyze the content of **Gandhi's "quit India" speech** (1942)
- Review Gandhi's methods of protest and nationalism (**boycott, civil disobedience, non-violence**)
- Examine Great Britain's reasons for granting **independence to India** (1947)
- Identify causes and effects of **partitioning India** into two separate nation
- Compare and contrast the beliefs and practices of **Hindu** and **Moslems**

- Identify **Jawaharlal Nehru**, his goals and policies for India
- Identify **Muhannad Ali Jinnah** and the **All-India Muslim League**, his goals and policies for a separate Islamic state
- Discuss continuing conflict and violence between religious and ethnic groups, especially in **Kashmir**

## Section II: China and Korea

- Identify the problems and conflicts China suffered on the way to becoming a **Communist** state in 1949
- Recall the **revolutionary struggle, Japan's invasion of Manchuria**, and the **struggle between Jiang Jieshi's Nationalists and Mao's Communist forces**
- Locate **Taiwan** on a map and explain how the island became the **Republic of China lead by the exiled Jiang Jieshi**
- Explain that mainland China became the **People's Republic of China (PRC)** in 1949 **led by Mao Zedong**
- Identify the goals and programs of **Mao Zedong** and evaluate the results (**Five Year Plans - 1953, Great Leap Forward -1957, and the Cultural Revolution - 1966**)
- Describe the effects of the **Cultural Revolution** on Chinese society, culture and economy (**Red Guard**)
- Describe Mao's beliefs on revolution and political power
- Describe the political and economic ideologies and policies of **Deng Xiaoping** (following the death of Mao in 1976)
- Compare and contrast the rule of **Deng Xiaoping** and **Mao Zedong**
- Explain the cause and effects of the student demonstration at **Tiananmen Square** in 1989 (**human rights violations**)
- Identify issues affecting China in today's world (**return of Hong Kong, industrialization, world trade, population control, human rights**)
- Locate **Korea** on a map and identify location, geographic and climatic features
- Explain the division of Korea (**38<sup>th</sup> parallel**) after World War II and historical circumstances surrounding the **division and formation of a Communist government in North Korea** and a **Republic in South Korea** (1948)
- Describe the cause and effects of the **Korean War** (1950 ~ 1953)
- Discuss the countries that became involved in the war and the political circumstances surrounding their support

- Describe current relations and policies of North and South Korea (**nuclear weapons, global relationships, and current tensions**)

### Section III: Japan after World War II

- Explain that Japan was **occupied by the United States** and aided financially the war torn country (1945 ~ 1952)
- Analyze and discuss the major features of the new **Japanese Constitution** and reforms instituted under U.S. guidance
- Describe the rapid rebuilding and industrialization of Japan with aid from the U.S. (**economic miracle**)
- Describe current issues facing Japan (**economic slowdown, tradition v. modernization, banking system, world trade**)

### Section IV: Southeast Asia

- Locate **Vietnam** on a map and identify location, geographic and climatic features
- Discuss the historical circumstances surrounding the **Vietnam conflict** and U.S. involvement
- Identify **Ho Chi Minh** and explain his political ideologies, goals and role in the Vietnamese resistance
- Identify Ngo Dinh Diem and explain his political ideologies, goals and role in South Vietnam
- Explain why American involvement in the Korean War may have led to U.S. involvement in the Vietnam conflict
- Identify the **Gulf of Tonkin Resolution**
- Evaluate the results of the Vietnam conflict

## Topic 32: Africa and the Middle East (1945 ~ Present)

### Section I: Independence in Africa

- Locate **Africa** on a map and identify the location, geographic and climatic features of the North African countries and the sub-Saharan countries
- Explain how revived **nationalism** and **Pan-Africanism** fueled independence movements in Africa after World War II
- Discuss reasons nationalism increased in Africa after World War II
- Compare and contrast **political maps** of Africa in 1914 and Africa in 1993

- Identify the **geographic factors** that enabled **North African countries** to gain independence earlier than **sub-Saharan African countries**
- Describe methods and goals of revolutionaries in Ghana (**Kwame Nkrumah**), Nigeria and Algeria (National Liberation Front)
- Describe British colonial rule in Africa and discuss **concessions** given to these colonies prior to independence
- Identify **Jomo Kenyatta** and describe his role in gaining independence in Kenya

## Section II: Modern Challenges for Africa

- Summarize **government patterns (military rule, dictatorships, one-party governments)** set up by newly independent nations and discuss positive and negative affects on the government and the people
- Discuss **ethnic, religious and cultural differences** that led to conflicts and **civil wars** in Nigeria, Chad, Ethiopia, the Congo, Uganda and Rwanda in the post World War II years and evaluate the extent to which **European imperialism** played a causative role in the conflicts
- Define **apartheid** and discuss the historical circumstances surrounding the development of apartheid in **South Africa**
- Identify the group that started apartheid in South Africa and describe the methods used and extent of control whites had over non-whites under apartheid rule
- Discuss internal (**protests, strikes, demonstrations, riots, etc.**) and external (**economic sanctions, trade restrictions, decreased foreign investment**) reactions to apartheid between the 1960s and 1994
- Identify **Nelson Mandela** and **The African National Congress (ANC)** and explain their goals and roles fighting against apartheid rule
- Identify **F.W. de Klerk** and examine his role in freeing **Nelson Mandela** and ending apartheid
- Identify and discuss issues facing African nations in recent history (**famine, drought, desertification, war, AIDS, debt, natural disasters, etc.**) and attempted solutions (**debt relief, global intervention, Jubilee 2000, etc.**)

## Section III: The Middle East Since World War II

- Locate and identify the countries of the **Middle East** on a map and list major geographic, and climatic features and raw materials of the area

- Describe the **formation of independent Arab states** in the Middle East after World War II
- Identify the various cultural and religious groups living in the Middle East and conflicts of ideologies
- Define **Zionism** and **diasporas** and discuss the importance of Palestine to the Jewish people
- Discuss the historical circumstances surrounding the creation of the **State of Israel** (May 14, 1948)
- Describe the terms of the **Nationality Law** (1952) and its effect on citizenship in Israel
- Locate the **Suez Canal** on a map and infer the geographic importance of the man-made waterway
- Discuss the goals of Egypt's **Gamal Abdel Nasser**
- Examine **conflicts between Israel and her Arab neighbors** occurring after statehood was established
- Identify and discuss the roles of **Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, The Palestine Liberation Organization (PLO)**
- Discuss the role of **Gamal Nasser** in uniting the Arab world and taking over control of the **Suez Canal**

#### **Section IV: The Middle East Today**

- Locate **Israel, the Sinai Peninsula, the Gaza Strip, the West Bank, East Jerusalem** and the **Golan Heights** and identify border nations and major geographic features
- Discuss the continuous **Arab-Israeli conflict** (1956, 1967, and 1973) as Israel gains more territory in Palestine and Palestinians fought to establish their own state
- Describe the causes and effects of the **“Six-Day War”**
- Identify the participating nations of **O.P.E.C. (Organization of Petroleum Exporting Countries)** and discuss their goals and effects it had globally
- Define **intifada** and describe methods used by the **P.L.O. (Palestine Liberation Organization)** and the Palestinians and the methods used to counteract by the Israeli military
- Discuss the attempts at peace (**Camp David Accords, 1979**) and identify the roles and goals of the major players (**Menachem Begin, Anwar Sadat, and Jimmy Carter**)
- Discuss the **Oslo Accord** (1992) and the short term and long term outcomes

- Locate **Iran** on a map and identify surrounding nations and major geographic features of the region
- Explain the causes of the **Islamic Revolution in Iran (Iran Revolution, 1979)** and the resulting change in Iran's government (ousting of the Shah and control under leadership of **Ayatollah Khomeini, 1979**)
- Explain why the “**hostage crisis**” (**552 Americans held in Teheran**) occurred in 1979 and the resolution
- Discuss the reasons for the **Iran-Iraq War (1980 ~ 1989)** and the outcomes
- Locate **Afghanistan, Iraq, Kuwait** and the **Persian Gulf** on a map and identify major geographic features and surrounding nations
- Examine the causes of **Operation Desert Storm**, the coalitions formed on each side and the major players (**George Bush, Saddam Hussein**) and discuss the results of the **Persian Gulf War (1991)**
- Explain why the United Nations imposed **economic sanctions** against Iraq after the Persian Gulf War
- Identify and discuss the causes of the **war in Afghanistan (terrorist hijack of 4 passenger planes, September 11, 2001)**
- Identify key players and groups involved in the Afghanistan War (**George W. Bush, Osama Bin Laden, Al Qaeda, and the Taliban**) and discuss current issues and global involvements
- Discuss the reasons behind **Operation Iraqi Freedom**, outcome and current issues facing Iraq in today's world

### Topic 33: The World Today (1990 ~ Present)

#### Section I: A Global Economy

- Define and describe **global economy** and discuss the wide gap between rich and poor nations in today's world
- Differentiate between **developed nations** and **developing nations**, demonstrate characteristics and show examples of nations and regions of the world
- Define and explain **economic interdependence** and summarize the positive and negative aspects of global economic interdependence
- Explain the goals and methods of the **World Trade Organization (WTO), 1995**
- Discuss the disparity in worldwide wages and standard of living and summarize cause and effects of the wide variation

- Explain why **child labor** is common in some parts of the world and describe efforts to combat child labor, overwork and abuse in these nations

## Section II: The Earth and the Environment

- Discuss the worldwide causes and effects of **global pollution** and its toll on the Earth's environment (**industrialization, overuse of natural resources, pesticides, chemical disasters, acid rain** etc.)
- Evaluate the impact of **rapid population growth** and **urbanization** (**pollution, loss of plant and animal life, food distribution, land use**, etc.)
- Discuss the threat to **biodiversity** (number and variety of plants and animals in an ecosystem) and the effects they could have on humans and the environment
- Discuss the problems caused by **waste disposal** the proposed solutions and government regulations
- Discuss **issues of endangering the earth's environment** (**global warming, greenhouse effect, depletion of the ozone layer**), their causes and effect on people and their environments
- Discuss global attempts to study and solve problems facing the earth's environment (**Kyoto Protocols, 1997**)

## Section III: Global Challenges

- Discuss the causes and effects of poverty and disease (**malnutrition, AIDS Virus, poor and non-existent medical care, famine, tuberculosis, drought, poverty, war**, etc.) and global efforts to combat these issues (**Doctors Without Borders, United Nations efforts, debt forgiveness, drug availability, improved diet and healthcare, safe drinking water**, etc.)
- Describe the goals of the **United Nation's Millennium Report**
- Discuss the issue of **overpopulation**, problems caused and plausible solutions
- Define **human rights**, list and discuss examples
- Show examples of **human rights violations** and discuss ways to combat them
- Discuss the problems caused by **illiteracy** in our world community

- Examine conflicts throughout the world since the Cold War, the **rise of terrorism**, the **threat of nuclear weapons** and **weapons of mass destruction**

#### **Section IV: The Future World**

- Discuss the goals and the methods of scientists and technology for the **Green Revolution** (beginning in the 1940s)...using science and technology to improve and invent new ways to increase crop production and feed the world's growing population
- Identify the **Human Genome Project** and discuss the effects of this research (**genetic engineering, cloning, stem cell research, ethical concerns**, etc.)
- Discuss how new technologies and space exploration led to innovation and invention (**International Space Station, Mars Expeditions, Hubble Space Telescope, Satellite technologies**, etc.)
- Explain the effect of **the revolution in communications** and discuss new technologies, their uses, global inter-connectedness and hope for the future (**television, computers, cell phones, the internet, the World Wide Web**, etc.)

# **United States History and Government Course Outline**

## **11<sup>th</sup> Grade Social Studies: Regents in United States History and Government**

### **Unit I: Early America**

#### **Topic 1: The First Americans (Prehistory ~ 1570)**

##### **Section I: Early Peoples**

- Locate the continents of **North** and **South America** on a map and identify the major **geographic** and **climatic features** of the land
- Describe how and why the first people came from Asia to the Americas
- Identify the **Bering Land Bridge** and discuss the theory of migration patterns
- Describe the ways in which different groups adapted to the land and used natural resources for survival

##### **Section II: Civilizations in the Americas**

- Identify and discuss the contributions and cultures of **early American civilizations** in central and South America (**the Olmecs, Maya, Toltecs, Aztecs** and **Incas**)
- Identify and discuss the contributions and cultures of **early North American civilizations** (**Adena-Hopwell, Mississippians**, and **Anasazis**)

##### **Section III: Native Americans**

- Locate and identify the **geographic regions of North America** and categorize by climate, geography and land type
- Discuss and describe the variety of Native American cultures and geographic regions where they developed (**Algonquin, Iroquois, Cherokee, Cheyenne, Comanche, Hopis, Zunis, Inuit**, etc.)
- Compare and contrast the variety of ways **Native Americans** used and adapted to the land and natural resources

#### **Topic 2: Early Exploration (1000 ~ 1535)**

### **Section I: West African Trading Kingdom**

- Locate **Africa** on a map and identify the different geographic regions and climates
- Discuss the development of trade in West African Kingdoms of **Ghana, Mali, and Songhai** and describe goods traded and transport methods
- Differentiate African slavery from European enslavement of Africans

### **Section II: European Trade**

- Locate **Europe** on a map and identify major geographic features and climates
- Locate Europe on a map and identify countries and regions on the continent
- Explain how the **Crusades** encouraged trade and exploration in Europe
- Examine the importance of a **sea route from Europe to Asia** (value of Asian goods such as silk, tea, and spices)
- Describe new **navigational devices** and innovations that helped to bring on the age of exploration

### **Section III: Voyage to America**

- Locate **Newfoundland, Haiti, the Dominican Republic, Puerto Rico, and Cuba** on a map of North America and **compare** the location of the Caribbean Islands to the location of India and southern Asia
- Explain why **Columbus** thought he could reach Asia by sailing west
- Describe the voyages of **Christopher Columbus**, his goals and the outcomes
- Explain the early voyages of Spanish and Portuguese explorers (**Dias da Gama, Balboa, Magellan**, etc.) their goals and accomplishments
- Discuss competition in exploration by Spain, Portugal and later France
- Explain the terms of the Treaty of Tordesillas and illustrate the division of land on a map

### **Topic 3: Settlements in America (1512 ~ 1682)**

## Section I: Spain

- Describe how and where Spain established colonies in the Americas
- Discuss Spanish **Conquistadores** and missionaries and their roles in establishing colonies in the Americas (**Cortes, Pizarro, DeSoto, Ponce de Leon, Coronado**, etc.)
- Define and describe the **encomienda system**, discuss how it helped the Spanish and hurt the native people
- Explain what is meant by the **Columbian Exchange** and demonstrate items, customs, and diseases that were exchanged across the Atlantic Ocean (1500s)
- Describe the positive and negative effects of the Columbian exchange on people in the **Old World** and people in the **New World**

## Section II: Other European Settlements

- Describe how, where and why the **French, Dutch** and **English** established colonies in North America starting in the 1600s
- Discuss the use of **joint-stock companies**, their purpose and benefits
- Summarize what happened at the English colony of **Roanoke**
- Examine the establishment of the first permanent English settlement at **Jamestown, Virginia** (1607)
- Discuss difficulties encountered by persons at Jamestown and explain how **tobacco** saved the colony (**cash crop**)

## Section III: Slavery in America

- Compare and contrast **slavery** in Europe and Africa with the system of slavery that developed in the Americas
- Describe the conditions of enslaved Africans on slave ships (the **Middle Passage**)
- Explain why Native American laborers were replaced by African slave labor
- Examine why **plantation owners** in the Americas wanted to increase the number of slaves
- Define **indentured servant** and explain the difference between indentured servants and slaves
- Describe products grown and produced on **plantations**, explain their value (cash crops)

## Unit II: The American Colonies

### Topic 4: Founding Colonial America (1607 ~ 1733)

## Section I: New England Colonies

- Locate **Massachusetts, Rhode Island, Connecticut, New Hampshire** and **Maine** on a map and identify the major geographic and climatic features of the **New England** region
- Explain how the **Protestant Reformation** (1517) in Europe led to a time of **religious unrest** and the development of the **Church of England**
- Discuss reasons for the founding of the New England colonies
- Describe the cause and effect of the **Great Migration** (fleeing from England by those persecuted due to religious beliefs and practices)
- Identify **Puritans** and **Separatists** and discuss their similarities and differences
- Identify William Bradford and the Pilgrims and explain reasons for heading to the New World (1620), where they were headed, and where they landed
- Explain how the religious beliefs of the Puritans influenced the development of the colonies founded in New England
- Explain the importance of the **Mayflower Compact** (early example of self-government and shared decision-making)
- Identify **John Winthrop** and discuss how the **Massachusetts Bay** colony was formed (1630)
- Discuss **Puritan laws** and beliefs and describe influences on government, society and law
- Identify **Roger Williams** and **Anne Hutchinson** and discuss their roles in the founding of Rhode Island
- Discuss the foundation of **Connecticut** and **New Hampshire**, reasons and founders
- Describe how **the natural resources** of New England **affected the economy** (i.e. not good for large scale planting, used forests and ocean for trade, shipbuilding, fishing, whaling, etc.)

## Section II: The Middle Colonies

- Locate **New York, New Jersey, Delaware** and **Pennsylvania** on a map and identify the major geographic and climatic features
- Discuss the founding and founders of the **Middle colonies**
- Describe the English takeover of **New Netherlands** and explain how life changed after becoming **New York**
- Explain what drew people to **New Jersey (rich soil)**
- Identify **William Penn** and define **proprietary colony**

- Explain the goals of William Penn and the **Quakers** in establishing a colony (**religious freedom**)
- Examine the economy of the Middle colonies

### **Section III: The Southern Colonies**

- Locate **Virginia, Maryland, North Carolina, South Carolina** and **Georgia** on a map and identify the major geographic and climatic features of the region
- Discuss why people were attracted to the colonies of Virginia and Maryland (rich soil, mild climate, natural resources, religious freedom)
- Define **plantation** and discuss reasons for the establishment of numerous plantations in the Southern colonies
- Differentiate between: **royal colony** and **proprietary colony**
- Discuss the role of **tobacco, indigo** and **rice** in the Southern economy
- Identify the **Virginia House of Burgesses** and discuss who was allowed to participate, describe the role of government in the Virginia colony
- Examine and discuss reasons for the founding of each of the Southern colonies
- Summarize the major reasons for the establishment of the **Thirteen English colonies** in America

### **Topic 5: The Thirteen Colonies (1650 ~ 1775)**

#### **Section I: The Colonial Economy**

- Describe the type of land and geography found in the three regions of the thirteen English colonies
- Compare and contrast farming techniques and capabilities in the three regions of the thirteen colonies
- Describe the **economy of the colonies** and analyze how the colonies contributed to England's economy (**Mercantile System, favorable balance of trade**)
- Describe causes of the growth of cities and towns and the industries that drew colonists to them
- Show how the **Navigation Acts** (beginning in 1650) placed limits on colonial commerce

#### **Section II: Colonial Life**

- Discuss the role of women in colonial America

- Describe how ideas of the **Enlightenment** were becoming intertwined in colonial society
- Describe the types of schools set up in the colonies
- Explain the importance of the **Zenger trial (freedom of speech and press)**
- Explain the primary goal and the effects of the **Great Awakening**

### **Section III: Slavery in the Colonies**

- Explain why there were fewer slaves in New England and the Middle Colonies as compared to the Southern Colonies
- Describe what the **slave codes** were and why they were used, show examples
- Compare indentured servants to slaves
- Discuss and describe conditions of **The Middle Passage**
- Explain how the **triangular trade routes** worked and the economic benefits
- Describe how enslaved Africans and free Africans were treated, lived and worked in different parts of the United States
- Identify ways in which enslaved peoples fought back and/or resisted slavery and slave labor

## **Topic 6: The Roots of Colonial Rebellion (1689 ~ 1763)**

### **Section I: England's Colonial Rule**

- Explain that governmental changes in England helped English citizens to gain more power to govern themselves (**Magna Carta, The Glorious Revolution, The English Bill of Rights, John Locke**)
- Describe the general structure of colonial government in the thirteen colonies
- Discuss limitations to voting rights (i.e. **religion, gender, landownership, race**)
- Discuss the effectiveness and enforcement of the **Navigation Act of 1696**

### **Section II: New France**

- Locate the area of North America occupied by **New France** on a map and identify the major geographic and climatic features
- Explain that New France was larger than the thirteen colonies geographically, but much smaller in population

- Compare the **economy of New France (fur trading)** with the economy of the thirteen colonies (agricultural)
- Discuss the relationship between the French trappers and missionaries with the Native Americans
- Discuss the causes of the wars in Europe and North America in the late 1600s – mid 1700s (**King William’s War, Queen Anne’s War, etc.**) as an extension of wars fought in Europe for control of colonies and resources (**imperialism**)

### **Section III: The French and Indian War**

- Locate the **Ohio River valley** on a map
- Describe the conflict that developed over the Ohio River valley between the French and the English after **King George’s War** (1744 ~ 1748)
- Discuss the causes of the **French and Indian War** 1754 ~ 1763 (clash over land rights, Native American alliances)
- Explain the purpose of the **Albany Plan of Union** and discuss its’ significance and the reasons for its’ failure
- Describe the outcome and effects of the French and Indian War
- Compare on a map the change in North American land claims as a result of the **Treaty of Paris** (1763)
- Discuss the effects of the war on relationships between Native Americans and colonists

## **Unit III: Founding a Nation**

### **Topic 7: Road to Independence (1763 ~ 1776)**

#### **Section I: Resistance to British Taxes**

- Discuss the problems British leaders faced after the **French and Indian War** (keeping order on the western edge of the colonies, huge debt)
- Explain why **King George III** imposed the **Proclamation of 1763** on the thirteen colonies and identify the major points of the proclamation
- Explain the purpose of the **Quartering Act** (1765) and discuss the effect of the act on the colonists (food and shelter for British soldiers needed to maintain peace on the western edge, colonists were resentful)
- Discuss how the **Sugar Tax** (1764) and the **Stamp Act** (1765) affected the colonists

- Explain why the British felt justified imposing restrictive laws and taxations on the colonies
- Discuss colonial protests against the British taxes and “**no taxation without representation**” (boycotts, public protests, writing and speaking against)
- Explain why the Stamp Act was replaced (1766)

## **Section II: Tensions Grow**

- Examine the taxes and laws put into effect by the **Townsend Acts**
- Describe the events of the **Boston Massacre** (1770) and the effects of the events on other colonies
- Discuss role of **Samuel Adams** in colonial protests and identify the purpose of the **Committee of Correspondence**
- Describe the effects of the **Coercive Acts 1774** (closed Boston’s port, forbade town meetings in Boston, meant to be a punishment to Bostonians and a warning to the other colonies) and explain why they were called the **Intolerable Acts** by the colonists
- Describe the events of the **Boston Tea Party** (1773) and explain the reasons for the actions of those involved

## **Section III: The Declaration of Independence**

- Explain the goals and the significance of the meeting of the **First Continental Congress** (1774)
- Describe the demands of the **colonists’ petition** to **King George III** and the response to King George
- Examine how the first fighting began between the British and the colonists (**Lexington and Concord, Bunker Hill**)
- Describe the goals and the actions taken by the **Second Continental Congress** (defense, Continental Army, General George Washington, independence)
- Explain the purpose of the **Olive Branch Petition** and show King George III’s reaction to the petition
- Discuss Thomas Paine’s ***Common Sense*** and explain how his pamphlets aroused public opinion in favor of independence from Great Britain
- Examine and analyze the **Declaration of Independence (July 4, 1776)**
- Discuss the role of **Thomas Jefferson** and the influence of **John Locke** in the writing of the declaration

- Identify the purpose and key ideas included in the Declaration of Independence (**unalienable rights, consent of the governed, right to abolish government, list of grievances, list of abuses, formal declaration of independence**)
- Discuss the contents of the **Declaration of Independence** and compare with the **Olive Branch Petition**

## **Topic 8: The Revolutionary War (1776 ~ 1783)**

### **Section I: Early Years of the War**

- Discuss, define and differentiate **Patriots** and **Loyalists**
- Compare and contrast the strengths of the **Continental Army** and the British forces
- Discuss the roles of **African Americans, Hispanics, Hessians** and **women** during the Revolutionary War
- Examine the early battles of the war and problems faced by the Continental Army
- Discuss the difficulties of financing the Revolution

### **Section II: Expansion of War**

- Explain why the **Battle of Saratoga** was a **turning point** in the war (major victory for the Patriots)
- Explain why **France allied with the colonists** and were the first country to recognize and sign a treaty with the United States
- Discuss how the fighting in the west affected the **Native Americans**
- Identify military leaders (**Washington, Howe, Arnold, Cornwallis, Greene, Jones, Clark**, etc.)

### **Section III: An Independent Nation**

- Describe the events, military leaders and strategies involved in the **Battle of Yorktown**
- Analyze the importance of the French in the victory at Yorktown
- Explain why Great Britain decided to end the war (finances, war with France and Spain)
- Discuss the terms of the **Treaty of Paris** (September 3, 1783) and identify the U.S. representatives (**John Adams, Benjamin Franklin, John Jay**) at the conference
- Explain the significance of the **Treaty of Paris** to the United States
- Discuss problems faced by the people of the United States after the war

## **Topic 9: Forming a Government**

### **Section I: The First Government**

- Discuss state governments in place during the **War for Independence**, the importance of a **bill of rights**, **state constitutions**, and differences between states
- Discuss the goals of the **Second Continental Congress** in the writing of a **constitution**
- Analyze and discuss the plan of government created by the **Articles of Confederation (first constitution of the U.S.)**
- Discuss the issues surrounding the **ratification** of the **Articles of Confederation** (March 1781)
- Evaluate the **strengths** and **weaknesses** of the U.S. government under the **Articles of Confederation** and **limitations** to the national government (**no president, no court system, no national army, no power to tax, only five states needed to block an action in Congress**)

### **Section II: Problems in a New Nation**

- Explain why the federal government was unable to solve problems with foreign nations
- Examine the **Northern Ordinances of 1784, 1785, and 1787** and discuss the purpose and goals of the land ordinances (**to settle the Northern Territory**) and the outcomes
- Discuss the effect of the **trade restrictions** and taxation of goods between states
- Discuss events leading to **Shay's Rebellion** (January 1787) discuss the cause and effects of the farmer rebellion

### **Section III: The U.S. Constitution and the Bill of Rights**

**\*Heavy emphasis should be placed on a thorough understanding of the U.S. Constitution and constitutional principle.**

- Explain the goals and purposes of the **Constitutional Convention** in May 1787 (revision the Articles of Confederation, create a new constitution) and identify the **Founding Fathers** and key delegates to the convention (**Washington, Jefferson, Hamilton, Morris, Madison**)

- Examine the **major constitutional compromises (The Great Compromise, the Three-Fifths Compromise)** and the **outcomes (bicameral legislature, counting of enslaved persons as population)**
- Analyze the **framework** of the new constitution (Preamble, seven articles)
- Examine the constitution and describe the **three branches of government** and identify the **duties of each branch** as described in **Articles I, II, and III** of the U.S. Constitution
- Identify and discuss the **basics principles** of the U.S. Constitution (**popular sovereignty, limited government, separation of powers, checks and balances and federalism**)
- Differentiate between: **delegated powers, implied powers, and denied powers**
- Describe the makeup and functions of the **Legislative Branch, bicameral Congress, the Senate (equal representation)** and the **House of Representatives (proportional representation)**
- Explain the process by which a **bill becomes a law**, chart the process
- Show examples of the **system of checks and balances**
- Evaluate the *elasticity* of the U.S. Constitution (**The Elastic Clause**)
- Discuss the functions and purpose of the **Electoral College** on presidential elections
- Debate reasons for keeping versus reasons for dissolving the **Electoral College**
- Discuss the roles and powers of the President (**chief executive, chief diplomat, commander-in-chief, chief legislator, chief of state, judicial powers, head of political party**)
- Describe the makeup and the functions of the **Judicial Branch** of Government
- Describe the powers of the **Supreme Court**
- Explain how **Justices** are appointed (by president and approved by the Senate) and discuss why they **serve for life** (free from political persuasions)
- Define **Judicial Review** and explain how the Supreme Court obtained the power to **interpret the Constitution** as established by the court of **Chief Justice John Marshall** in the 1803 case *Marbury v. Madison*
- Examine the 1803 Supreme Court case and their decision in *Marbury v. Madison*

- Examine the process by which the U.S. Constitution may be **amended** (four methods, federalism in action) and evaluate why it is a difficult process
- Explain that **ratification** of the constitution could happen when nine of thirteen states approved it (delegates signed on September 17, 1787)
- Analyze **The Bill of Rights** (first ten amendments) and discuss the **fundamental rights** guaranteed to the people against the power of the federal government
- Define **unwritten constitution**, show example (**political parties, president's cabinet, national band, etc.**) and discuss the **interpretation, action** and **custom** each contributes to the living constitution
- Continue to interpret and evaluate the constitution throughout the course of study applying supreme court decisions, amendments and challenges to the constitution

## Unit IV: Building the Republic

### Topic 10: The New Government (1789 ~ 1800)

#### Section I: George Washington as President

- Explain how **George Washington** became president and helped organize the first U.S. government
- Describe the **inauguration** of George Washington (N.Y.C. April 30, 1789)
- Analyze the President's **oath of office** (Article II, section 1 of the U.S. Constitution)
- Explain that the U.S. **census** was taken in 1790
- Define **precedent (a practice that would be followed in the future)** and describe precedents set by George Washington (i.e. **creation of a cabinet, two-terms in office**)
- Identify the members and departments of Washington's **cabinet** and their role in government
- Identify the **elastic clause** of the constitution (**Congress has the power to "make all laws which shall be necessary and proper for carrying into execution the forgoing powers"**) and explain how Congress' power may be *stretched* to pass laws it finds necessary (**implied powers**)

- Explain how and why the **National Bank** was created and the role of **Alexander Hamilton**

### Section II: Early Challenges

- Discuss the differing views about government that led to the first **political parties (Hamilton=strong central government=Federalist v. Jefferson=weaker national government=anti-Federalists)**
- Identify the differences between the **Federalists** and the **Democratic-Republicans**
- Describe the events that strengthened the United States Government during Washington's presidency (**The Whiskey Rebellion, conflicts with Native Americans and the addition of new states to the union**), explain how government actions helped to build the people's confidence and support for the new government
- Discuss the **foreign policy** of George Washington (**Neutrality**) and the results of his policy decisions

### Section III: John Adams as President

- Summarize **President Washington's Farewell Address** (warned **against political parties and to avoid foreign alliances, remain neutral**)
- Explain how the election of 1796 was different for earlier elections (**first political parties, more than one candidate, method of electing a vice-president**) and what the outcome was (**John Adams-President, Thomas Jefferson-Vice President...opposing party members**)
- Discuss the **XYZ Affair** and its significance and describe the cause and effects of the **Alien and Sedition Acts**

### Topic 11: U.S. Expansion (1800 ~ 1815)

#### Section I: Jefferson as President

- Describe the problems and confusion caused by the election of 1800, how it was resolved and the lasting effects (**12<sup>th</sup> Amendment**)
- Discuss the changes **Thomas Jefferson** wished to make as president
- Review and discuss how **Marbury v. Madison** established the idea of **judicial review**

#### Section II: The Louisiana Purchase

- Explain how the British practice of impressments led to the **Embargo Act of 1807**
- Locate the area of the **Louisiana Territory** on a map and locate the **Mississippi River** and **port of New Orleans**
- Explain how the **U.S. doubled in size in 1803** (Louisiana Purchase from France) and how the purchase was justified by Thomas Jefferson (though a strict interpreter of the constitution, Jefferson used the executive power “to negotiate treaties” to justify the purchase)
- Describe the purpose and importance of the **Lewis and Clark Expedition** and locate their route of travel on a map

### Section III: The War of 1812

- Discuss how the **Embargo Act of 1807** hurt the United States
- Discuss the cause and effects of the **War of 1812**
- Identify military leaders: **William Henry Harrison** and **Andrew Jackson**
- Explain how the defeat of **Napoleon** was a turning point
- Explain the results of the war and the terms of the **Treaty of Ghent** (1814)
- Discuss how war increased **nationalism** in the United States

### Topic 12: Growth of a Nation (1810 ~ 1842)

#### Section I: The Rise of Nationalism

- Summarize the goal and major points of the **American System**, supported by **Henry Clay** and **John Adams** (goals=self-sufficiency of the U.S. economy by creating: **protective tariffs, new national bank, improvements in transportation system**)
- Describe improvements in the **transportation system** that helped to unify the nation and increase westward expansion (**Erie Canal 1825, Baltimore and Ohio Railroad 1828, Cumberland Road 1833**)
- Explain why the presidency of **James Monroe** (1817 ~ 1825) became known as the “**Era of Good Feelings**” (one party politics, increased nationalism)
- Discuss the historical circumstances, the constitutional issue and summarize the Supreme Court’s decision in: **McCullough v. Maryland** (1819) and **Gibbons v. Ogden** (1824) (**constitutional principle=federalism, balance between nation and state**)
- Examine and locate on a map the territory gained by the **Adam-Onis Treaty** with Spain (U.S. gains **Florida** and land on the Gulf Coast)

- Explain why the **Monroe Doctrine** was proposed and summarize the main points of the doctrine (**U.S. foreign policy to protect national interests in the Western Hemisphere**)

## **Section II: Jacksonian Democracy**

- Explain the results of the Presidential election of 1824 (**John Quincy Adams becomes President as decided by the House of Representatives**)
- Describe how Andrew Jackson was different from the first six presidents (wealth, education, the “peoples candidate”)
- Describe the **spoils system** and explain why **President Jackson** (1829 ~ 1837) approved it
- Explain what was meant by the “**kitchen cabinet**”
- Summarize the governmental reforms of **Andrew Jackson** (**convention system, closing the Bank of the United States, affect of spoils system on government employees**)
- Explain how the **Bank War** and **Nullification Crisis** led to an increase in **sectionalism**
- Explain the formation of the **Whig Party** and party view of Jackson’s actions and policies (**King Jackson**-strengthened the power of the presidency)

## **Section III: Policy Toward Native Americans**

- Discuss U.S. policies toward Native Americans in the 1820s and 1830s
- Explain the purpose of the **Indian Removal Act** of 1830
- Describe how Jackson reacted to the Supreme Court’s decision in ***Worcester v. Georgia*** (1832) (allowed Native Americans to stay on their land)
- Explain what is meant by the **Trail of Tears**

## **Unit V: The Nation Expands**

### **Topic 13: Life in the North and South (1789 ~ 1860)**

#### **Section I: The Industrial Revolution**

- Define **Industrial Revolution**
- Discuss the origins of the **Industrial Revolution in Great Britain** and describe transfer of technologies to the United States

- Describe the **Lowell Factory System**
- Describe the improvements in technology and identify the role of **Eli Whitney** in the **U.S. Industrial Revolution (interchangeable parts, mass production)**
- Show how the geography and population of the North enabled factories to grow in size and number (**deposits of coal and iron ore, swift moving rivers, large labor force**)
- Identify inventors, inventions and improvements in transportation during the U.S. Industrial Revolution (**turnpikes, Robert Fulton's steamship, Cyrus McCormick's mechanical reaper, Samuel Morse and the telegraph, John Deere's steel plow, etc.**)

### Section II: Cotton is King

- Describe the purpose of **Eli Whitney's cotton gin** and explain how it increased production of cotton in the South
- Locate on a map and identify the states that became part of **The Cotton Kingdom**
- Discuss why many farmers chose to produce cotton (**cash crop**)
- Explain why Southern States did not like the **protective tariffs** placed on imported goods (raised the price on items they needed)
- Explain how huge profits from cotton and increased production aided the economy of the United States (**southern agricultural profit, northern increase in textile mills and factories**)
- Describe the effects of the cotton industry on slavery and the plantation system (expansion of the plantation system and an increase in slavery in the South)

### Section III: Slavery

- Explain that the importation of slaves was banned in 1808 by an act of Congress
- Discuss why cotton was called **King Cotton**
- Explain how the economy of the South became dependent on slavery in the first half of the 1800s
- Examine the life and culture of enslaved African-Americans and daily life as a slave
- Explain the purpose and method of the **Underground Railroad**
- Identify **Nat Turner, Gabriel Prosser** and **Denmark Vessey** and describe their goals and actions against slavery

## Topic 14: The Spirit of Change (1800 ~ 1850)

### Section I: Urbanization

- Discuss the reasons for the increase in city population (**urbanization**) in the first half of the 1800s
- Describe **urban problems** created by the rapid increase in population
- Discuss the reasons for immigration to the United States in the early 1800s
- Explain why the **Irish, English, and Germans** were immigrating to the U.S. in such large numbers during this time period
- Define **nativism** and explain how it led to the creation of the **Know-Nothing Party**
- Explain the changes that occurred in education during the first half of the 1800s

### Section II: New Ideas

- Understand the influence of **transcendentalist** writers in American ideas and culture (**Emerson, Thoreau**)
- Identify American writers and artists from the first half of the 20<sup>th</sup> century (**Washington Irving, James Fennimore Cooper, Melville, Hawthorne, Harriet Beecher Stowe, Whitman, Poe, Longfellow, Cole, etc.**)

### Section III: Reform Movements

- Define **reform** (change for the better) and explore the areas of importance to reformers of the early nineteenth century
- Discuss the **Second Awakening** and development of the **Mormon Church** as **religious revival**
- Discuss how **Horace Mann** led drive to provide **public schooling** to all
- Describe the work of **Dorothea Dix** to reform care for the mentally ill
- Define **abolitionist** and identify the contributions of: **Fredrick Douglass, Harriet Tubman, Sojourner Truth, Angelina and Sarah Grimke and William Lloyd Garrison**
- Define **suffrage** and describe the purpose and events of the **Seneca Falls Convention (1848)**
- Identify and describe the contributions of: **Lucretia Mott, Elizabeth Cady-Stanton and Susan B. Anthony in the fight for women's suffrage**

## Topic 15: Westward Expansion (1821 ~ 1853)

### Section I: Texas Wins Independence

- Explain the growing tensions between Mexico and the United States as more and more Americans settled in **Texas**
- Describe the **Battle of the Alamo**, explain the cause and the outcome
- Identify: **General Santa Anna** and **Stephen Austin** and their roles in the fight for control of Texas
- Explain the transition from **Republic of Texas** to U.S. **annexation** as the **twenty-eighth State in 1848**

### Section II: War with Mexico and Manifest Destiny

- Discuss the cause and effect of the **Mexican War** (1846 ~ 1848)
- Examine the terms of the **Treaty of Guadalupe Hidalgo** in 1848
- Locate on a map the area of land that was given the United States by Mexico known as the **Mexican Cession (Texas, California, Nevada, Utah and parts of New Mexico, Colorado and Wyoming)**
- Identify the territory purchased from Mexico in 1853 that was known as the **Gadsden Purchase** (present-day borders of New Mexico and Arizona with Mexico)
- Explain the idea of **Manifest Destiny** (the idea that the U.S. had the right to expand from the Atlantic to the Pacific Ocean)
- Describe how the U.S. acquired the **Oregon Territory** in 1846 (Treaty with Great Britain, divide the 49<sup>th</sup> parallel)

### Section III: Settlement in California

- Locate **California** on a map of the United States and identify the major geographic features
- Explain why the **Spanish set up missionaries** along the California coast
- Explain that the **discovery of gold in California** in 1848 brought a rush of people to California known as the **California Gold Rush**, define **forty-niners**
- Describe the effects of the gold rush on California and the United States

## Unit VI: A House Divided

### Topic 16: The Road to War (1820 ~ 1861)

## Section I: Slavery in the West

- Show on a map the **11 free states and the 11 slaveholding states** that existed in the United States in 1819
- Compare and contrast the Northern and Southern views on slavery
- Explain why Missouri joining the Union as a slaveholding state would upset the **balance of power** in the Senate
- Examine the main points of the **Missouri Compromise (1820, Henry Clay)** and explain how the compromise maintained the balance of power in the U.S. Senate (**Missouri admitted as a slaveholding state, Maine admitted as a free state, imaginary line at 36, 30' latitude for future states**)
- Describe the beliefs and the goals of the **Free-Soil Party**
- Examine a map of the United States and her territories in 1849, locate the **15 free states and 15 slaveholding states**
- Examine the **Compromise of 1850** and summarize the main points (**California admitted as free state, Fugitive Slave Law enacted, popular sovereignty in the West**)
- Describe and define **The Fugitive Slave Act** and **popular sovereignty**
- Explain how the **Compromise of 1850** satisfied the North and the South

## Section II: Sectionalism

- Discuss the growing **abolitionist** sentiment in the North and the effect of the **Fugitive Slave Law**
- Describe how the publishing of *Uncle Tom's Cabin*, by **Harriet Beecher Stowe** affected public opinion and opposition to slavery
- Summarize the major points of the **Kansas-Nebraska Act, 1854** and explain how it cancelled the Missouri Compromise (**popular sovereignty in Kansas and Nebraska even though they were both north of 36, 30' latitude**)
- Discuss and describe the violence known as **Bleeding Kansas** which erupted when pro and anti-slave supporters clashed
- Identify and describe the actions of **John Brown** and **Senator Charles Sumner**
- Discuss the ruling of the **Supreme Court in Dred Scott v. Sandford, 1857** and explain the effects of the decision (**Scott cannot file law suit as African-Americans are not citizens, right to own property, Missouri Compromise was unconstitutional**)

### Section III: Challenges to Slavery

- Explain how and why the **Republican Party** was formed and their goals (**stop expansion of slavery in the West**)
- Describe the **Sumner-Brooks Affair** and its cause and effect
- Discuss the **Lincoln-Douglas debates** and describe their affect on public opinion and the **reputation of Abraham Lincoln**
- Explain how **John Brown** contributed to violence preceding the Civil War
- Discuss the **1860 presidential election**, the candidates and the results

### Section IV: Southern Secession

- Describe why the **Election of 1860** is a **turning point** in U.S. history
- Analyze election data and discuss **popular vote**, the candidates and **the electoral college** results
- Discuss **Lincoln's view of slavery** and his goal as President (opposed slavery but wished to preserve the Union, keep slavery where it already existed)
- Discuss and explain the reason for the **secession** (withdrawal) of South Carolina and six more Southern states before Lincoln's inauguration
- Explain the reasons for the formation of the **Confederate States of America** and describe the organization of the new government, the constitution, president and vice president
- Explain the importance of **Fort Sumter**
- Explain the events leading to the start of the **Civil War** (April 12, 1861)

### Topic 17: The Civil War (1861 ~ 1865)

#### Section I: Early Days of the War

- Discuss the **advantages** of the **Union** and **Confederacy** at the beginning of the Civil War
- Locate on a map and develop a chart showing the **states belonging to the Union, Confederacy and the border states**
- Explain the importance of the **border states** and discuss why they aligned themselves with the Union and the Confederacy (**balance of power**)
- Describe and discuss the **military strategy and leadership of the Confederacy** (**defensive war, war of attrition, Robert E. Lee**)

- Describe and discuss the **military strategy and leadership of the Union (Anaconda Plan, General Winfield Scott)**
- Describe and discuss the strategy and goals of the **Anaconda Plan** to surround and squeeze the Confederacy (**3 parts: naval blockade of the South, seize Mississippi River and cut South in half, capture the capital at Richmond, Virginia**)
- Summarize the first two years of the war and **the Battle of Bull Run** (many Southern victories)

### **Section II: War and American Life**

- Explain what made the **Civil War** the first **modern war** and how the war influenced life in the North and South
- Describe the new advances and inventions in **technology**
- Discuss the effects of **conscription** (the draft) on citizens of the North and South, African-Americans and immigrants
- Describe the **ironclad warships** used by both sides during the Civil War
- Examine the **Emancipation Proclamation** (January 1, 1863 Abraham Lincoln) and discuss the effects of the proclamation on both sides of the United States and in Europe (**moral and ethical reasons to support the war**)
- Discuss the contribution of African Americans during the Civil War

### **Section III: Victory for the North**

- Discuss the ways in which **presidential powers increased** during the war (**suppression of habeas corpus, censorship, conscription, martial laws, etc.**)
- Discuss the major battles of the war
- Explain the significance of the **Battle of Vicksburg** and the **Battle of Gettysburg (turning point)**
- Examine the **Gettysburg Address** (November 1863) and explain how it summarized the meaning of the Civil War (**to preserve the ideas and ideals of the United States**)
- Describe the effects of **total war**
- Examine the final battles and leadership of the Civil War
- Explain why **Robert E. Lee** surrendered at **Appomattox Court House** (April 9, 1865)

### **Topic 18: Reunion and Reconstruction (1865 ~ 1877)**

### Section I: Reuniting a Nation

- Define **Reconstruction** and discuss its importance
- Describe and discuss **Lincoln's plan for Reconstruction (Ten Percent Plan)**
- Discuss the **assassination of Abraham Lincoln** by **John Wilkes Booth** (April 14, 1865) and the effects his death had on his plan for Reconstruction
- Compare and contrast the different plans for **Reconstruction (Lincoln's Plan, Johnson's Plan, Radical Republican Plan)**
- Discuss how the **Radical Republican Plan for Reconstruction** affected the south and Southern governments
- Explain the significance of the Civil Rights Act of 1866 (gave citizenship to all men born in the United States except Native Americans)
- Examine and discuss the Civil War Amendments to the U.S. Constitution (**13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup>**)
- Explain how the **black codes** limited freedom and life for African Americans in the South

### Section II: Conflict over Reconstruction

- Explain how the **Republicans** took control of **Congress** in the congressional election of 1866 and took control of **Reconstruction**
- Summarize the goals of the **Reconstruction Act of 1867** and discuss the extent to which they were achieved
- Explain the changes made to the new government in southern states
- Identify **Hiram Revels** and **Blanche Bruce** and the political achievements of African-Americans
- Define and explain **scalawag** and **carpetbagger**
- Explain the historical circumstances surrounding the **impeachment trial of President Johnson (Tenure of Office Act, high crimes and misdemeanors)** and the significance of the outcome
- Debate the fairness of the trial

### Section III: The New South

- Describe the role of the **Freedmen's Bureau** (help African Americans find jobs, ensure justice, set up schools, etc.)
- Discuss how life changed for formerly enslaved people after the Civil War
- Describe the **sharecropping system** and discuss positive and negative aspects

- Describe opposition to Reconstruction (**Ku Klux Klan, segregation, Jim Crow Laws**)
- Examine **Jim Crow Laws** instituted in southern states that **enforced segregation** in schools, restaurants, movies theaters and other public places
- Discuss **poll taxes, literacy tests** and **grandfather clauses** and their effect on voting in the South
- Describe the historical circumstances surrounding the **1876 Presidential Election** and discuss how the **Compromise of 1877 ended Reconstruction** and **elected Rutherford Hayes** to the presidency

## Unit VII: Growth at Home and Abroad

### Topic 19: Life in the West (1858 ~ 1896)

#### Section I: Railroads, Ranchers and Miners

- Explain the purpose of the **Railway Act of 1862** (federal government helped pay for the construction of the transcontinental railway to encourage western settlement)
- Describe how the **transcontinental railroad** helped the United States' economy and expansion of the west (railroads provided transportation and sold land to settlers)
- Discuss new ethnic groups in the western frontier (**Chinese immigrants**)
- Evaluate the **effect of the railroads on the cattle industry** (value increased, cattle drives)
- Explain that many people moved to the western frontier in search of **gold** and **silver** and the development of **boom towns**

#### Section II: The Great Plains

- Explain the purpose of the **Homestead Act of 1862** and summarize the major points of the act (120 acres in exchange for settlement)
- Locate the **Great Plains** on a map and identify the major geographic and climatic features
- Discuss how settlers had to adapt to life and land in the Plains states

- Explain the purpose of **The Grange** and discuss the goals of the group
- Explain how the **Farmers' Alliance** helped to create legislation regulating the railroad industry (**Interstate Commerce Act of 1887, Interstate Commerce Commission**)
- Describe development of the **Populist Party** and list reforms the Populist sought

### Section III: Native Americans

- Explain how the settlers and military force pushed the **Native Americans** west to **reservations**
- Describe the series of **broken treaties** used with Native Americans through the 1700s and 1800s
- Explain what happened to the **buffalo** in the plains and how it affected the Native Americans
- Explain the purpose and the goals of the **Dawes Act** (1887) and define **assimilation**
- Identify **Native American resistance** acts (**Sand Creek Massacre, The Fetterman Massacre, Wounded Knee, etc.**)
- Identify the role of **Native American Chiefs** that led resistance to government soldiers (**Sitting Bull, Crazy Horse, Chief Joseph, Red Cloud**)
- Discuss how the **Massacre at Wounded Knee**, 1890 ended Native American resistance in the West

### Topic 20: The Rise of Industry (1869 ~ 1908)

#### Section I: Technology, Transportation and Communication

- Describe changes in technology, transportation and communication in the late 1800s and 1900s
- Describe the **Bessemer Process** and the effect it had on steel production in the United States
- Identify the contributions of **William Kelly** and **Henry Bessemer**
- Explain the importance of **electricity** and **Thomas Edison's** invention of the electric light bulb on industry and life in the United States
- Chart American inventors and inventions and discuss the importance to industry and American life

#### Section II: Big Business and Labor Unions

- Explain how improvements in technology led to growth and expansion of businesses

- Compare the **standard of living** of business owners to factory workers
- Define: **corporation, stock, pool trust** and **monopoly** and discuss formation and growth of business
- Explain how **John D. Rockefeller, Andrew Carnegie, and J.P. Morgan** influenced industry in the late 1800s (**oil, steel and finances**)
- Explain how the growth of industry affected the standard of living and led to the formation of **labor unions**
- Describe **working conditions** in factories in the late 1800s (**long hours, low pay, unsafe, unsanitary, etc.**)
- Define and discuss **collective bargaining**
- Identify the **Knights of Labor, Samuel Gompers** and the **American Federation of Labor (AFL)** and discuss their influence on labor and working conditions
- Discuss business leaders reaction to development of labor unions
- Explain why most labor strikes were unsuccessful in the late 1800s
- Identify the outcome of the **Haymarket Riot (1886)** and the **Pullman Strike (1894)**
- Discuss the **Supreme Court** decision *In re Debs*, 1895 (ruled the President had the right to deploy the troops to end strike in the public interest)

### Section III: Immigration

- Compare and contrast **Old Immigration (1861 ~ 1880)** to **New Immigration (1890 ~ 1920)**
- Describe and discuss **reasons for immigration** (economic, religious, political)
- Explain that most New Immigrants settled in cities, in ethnic communities
- Discuss reactions to New Immigration (**nativism**)

### Topic 21: The Progressive Era (1880 ~ 1933)

#### Section I: Society

- Discuss the problems caused by rapid **urbanization** and **industrialization** and its effect on poor factory workers (**overcrowding, poor working conditions, poor living conditions, diseases, poverty, and crime**)
- Describe **tenement** living and life in a **sweatshop**

- Identify **Jane Adams** and **Hull House** and how she helped to **reform** (improve) life for immigrants
- Develop a chart labeled **Robber Baron** and **Captain of Industry** and discuss which terms best fits business leaders of the late 1800s
- Discuss examples of **corruption in business and government**
- Examine the **Interstate Commerce Act, 1887** and identify the reasons for enactment
- Identify **Boss William Tweed** and discuss how corruption in government led to Congressional legislation in 1883 with the **Pendleton Civil Service Act**
- Evaluate the effects of racism and discrimination against African-Americans, and the continued employment of **Jim Crow Laws**
- Discuss the Supreme Court decision and ruling in the case of **Plessy v. Ferguson, 1896** (“separate but equal”, segregation is legal)
- Explain the effects of the **Chinese Exclusion Act of 1882 (stopped Chinese immigration)**

## Section II: The Progressive Movement

- Explain the goals of the **Progressives** in the early 1900s
- Describe how **muckrakers** and **reformers** worked to publicize and **solve problems** facing society and the nation
- Define **muckraker** and show how **Jacob Riis, Lincoln Steffen, Upton Sinclair, Frank Norris, and Ida Tarbell** exposed problems in government, industry, living and working conditions
- Explain improvements made by the Progressives in local and state government (**initiative, referendum, recall and direct primary**)
- Describe the formation of the NAACP (**National Association for the Advancement of Colored People**)
- Describe the goals of the WCTU (**The Women’s Christian Temperance Union**) and examine the **Eighteenth Amendment (Prohibition) 1919** and determine the effects of the law on society (and the repeal of the amendment in 1933)
- Identify **Carrie Chapman Catt** and her role in the **Women’s Suffrage Movement**

## Section III: Political Reforms

- Discuss the **Progressive reforms** issued by **Presidents Roosevelt, Taft and Wilson**
- Explain what is meant by **President T. Roosevelt’s slogan: “square deal” and “trustbuster”**

- Discuss the cause and effect of Roosevelt's use and employment of reform legislations: **Sherman Anti-Trust Act**, the **Meat Inspection Act (1906)**, **protection and creation of National Parks**
- Examine the **Sixteenth Amendment**, 1913 and determine the cause and effect of the **income tax legislation**
- Explain the reasons why President Wilson attempted to **limit the power of big business** and describe the effects of the legislation: the **Clayton Anti-Trust Act (1914)**, the **Underwood-Simmons Tariff Act (1913)**, the **Federal Reserve Act (1913)**
- Examine the **Nineteenth Amendment**, 1920 and discuss its significance (**women's right to vote**)

## Topic 22: Overseas Expansion (1853 ~ 1919)

### Section I: American Expansion in the Pacific

- Explain why the United States wanted to expand beyond her borders in the early 1900s (**market for goods, spread culture, raw materials, fueling stations**)
- Discuss the **opening of Japan** to U.S. trade
- Identify **Commodore Mathew Perry** and **President Filmore** and explain their role in the **opening of Japan** in 1853
- Describe the historical circumstances surrounding the **purchase of Alaska** from Russia in 1867
- Evaluate how U.S. citizens thought about **William Seward's** purchase of Alaska (**Seward's Folly**, **Seward's icebox**)
- Explain why **Hawaii** and **Samoa** were important U.S. acquisitions and describe how the United States gained control in these countries
- Explain why the United States proposed the **Open Door Policy** in China, 1899 (**equal trading rights**)

### Section II: The Spanish-American War

- Define **yellow journalism** and discuss the types of stories written about Spanish cruelties in her colonies
- Discuss why Americans blamed Spain for the **explosion of The Maine** (U.S. navy ship)
- Evaluate the role of **yellow journalism** in starting the **Spanish-American War**, 1898
- Locate the **Philippine Islands**, **Cuba**, and **Puerto Rico** on a map and discuss the fighting that took place on the islands

- Explain how the Spanish-American War made the United States a world power
- Summarize the **results of the Spanish-American War (Spain loses colonies, U.S. gains control of Cuba, Puerto Rico, Guam, and Philippines)**

### Section III: New Role in Latin America

- Explain how the United States gained influence in **Latin America**
- Explain **President Theodore Roosevelt's Big Stick Policy** and discuss the meaning of the phrase "**speak softly and carry a big stick**"
- Locate the region named **Latin America** on a map (land south of the U.S.) and measure the distance of the **water route from New York to San Francisco**
- Explain the purpose and importance of a canal connecting the Atlantic and Pacific Oceans in Latin America
- Describe the historical circumstances surrounding Panama's independence from Columbia and explain the role of the United States
- Discuss the terms of digging the **Panama Canal (\$10 million for the land and \$250,000 per year in rent until 1999, when it transferred control to Panama)**
- Identify problems that occurred with the building of the canal (**Yellow Fever, malaria**) and identify ways in which **William Gorgas** helped solve the mosquito issues
- Locate the **Panama Canal** on a map and measure the distance of the water route from **New York City to San Francisco through the canal**
- Show how the building of the Panama Canal is an example of **Roosevelt's Big Stick Policy**
- Examine and discuss the meaning of the **Roosevelt Corollary** to the **Monroe Doctrine** (only the U.S. can interfere in the affairs of countries in the Western Hemisphere)
- Examine and discuss the meaning of **President Taft's** policy of **dollar diplomacy** in Latin America
- Discuss problems caused by Roosevelt's and Taft's foreign policy in Latin America
- Show how relations between the United State and Mexico were affected by President Wilson's actions during the **Mexican Revolution (1911)**

## Unit VIII: A Troubled World

### Topic 23: World War I (1914 ~ 1918)

#### Section I: War in Europe

- Explain and discuss the **MAIN causes of World War I** (**M**ilitarism, **A**lliance System, **I**mperialism, **N**ationalism)
- Describe how the **assassination of Archduke Ferdinand** was the **spark that started World War I (June 14, 1914)**
- Explain how the **system of alliances** caused a chain reaction which pulled many countries into war after the assassination of the Archduke
- Locate the nations belonging to the **Allied Powers** and the nations that formed the **Central Powers** and illustrate the two powers and the **neutral countries** on a map
- Summarize the first three years of the war (**trench warfare, eastern front, western front, stalemate**)
- Describe the **new weapons and technologies** used for the first time in World War I (**airplanes, machine guns, poison gas, tanks, U-boats, etc.**)
- Summarize the ways in which World War I was different from all previous wars
- Explain why World War I was described as “**total war**”

#### Section II: The United States Enters the War

- Describe the historical circumstances that were leading the United States into involvement in World War I (**neutrality, preparedness**)
- Show how the sinking of the **Lusitania** and the **Zimmerman telegram** convinced many Americans of the necessity of involvement in World War I
- Explain why the United States and Congress declared war on Germany on April 6, 1917
- Explain the purpose and the effect of the passage of the **Selective Service Act** (May 1917)
- Discuss the purpose of the **Committee on Public Information (CPI)**
- Describe how **propaganda** was used to build support for the war effort in the United States
- Explain why Russia stopped fighting the war in 1917 (**Russian Revolution**)
- Explain the cause and effect of the **Red Scare**

- Examine the **Espionage Act of 1917** and the **Sedition Act of 1918** and evaluate their goals and the effects of the laws (control and punish those opposing the war effort)
- Examine and discuss the facts and decisions of the Supreme Court in *Schenck v. United States*, 1919 (“**clear and present danger**” **free speech can be restricted during war**)
- Discuss the effects of World War I on the people at home

### **Section III: Fighting the War and Peace**

- Explain how the **United States helped the Allies** to win World War I
- Define **armistice** and discuss the **surrender of Germany** (November 11, 1918)
- Examine **Wilson’s Fourteen Points** and summarize President Wilson’s peace plan (**open diplomacy, freedom of the seas, arms reduction, self-determination of peoples, “association of nations”**)
- Identify the **big four** delegates to **Versailles** to discuss the **peace treaty (David Lloyd George of Great Britain, Vittorio Orlando of Italy, George Clemenceau of France and Woodrow Wilson of the United States)**
- Explain why the European nations **wanted war reparations** from Germany and how their view of peace differed from Wilson’s plan
- Examine the Treaty of Versailles and summarize the major provisions of the treaty with Germany ( **Germany must: sign “war guilt clause”, pay \$33 billion in war reparations, give up military forces, give up overseas colonies, cede land to new nations of Poland and Czechoslovakia**)
- Describe the purpose and function of the **League of Nations**
- Describe the political battle that **defeated the Treaty of Versailles** and joining the **League of Nations** in the **Senate**

### **Topic 24: Life in the 1920s (1920 ~ 1929)**

#### **Section I: Business Booms**

- Analyze the **economic growth** that occurred in the United States during the **1920s**
- Explain what **President Harding** meant with his election campaign promise to “**return to normalcy**”
- Explain that though Harding was a popular president, **corruption scandals** surrounded his short administration (elected 1920, died in office 1923)
- Explain the events of the **Teapot Dome Scandal**, 1922

- Describe the **laissez-faire economic policy** of **President Coolidge** and prosperity and increased **standard of living** in the United States under his administration
- Explain how **mass production** in the **automobile industry** led to a revolution in industry
- Identify **Henry Ford** and explain how he **increased production** and **lowered the cost of the Model T. Ford** by employing the **assembly line** (from \$950 to \$300)
- Explain the relationship between **supply** and **demand** and its affect on **pricing** in a **market economy**
- Explain the effect of the automobile on other industries (rubber, petroleum, gas, new roads, gas stations, motels, etc.)
- Explain how the growing economy affected American's buying habits
- Discuss how **advertising** and **availability of goods** and **new appliances** helped to build a **consumer economy** in the United States
- Define **installment plan** and explain how its introduction increased consumerism
- Discuss the **disparity in prosperity** that was growing in the United States (the rich get richer)

## Section II: The Roaring Twenties

- Explain how the **new technologies, availability** and **affordability** (installment plans) led to a growing **cultural homogenization** (radio, movies, advertising helped blur cultural and class differences)
- Explain why the 1920s was called the **Jazz Age**, identify **Louis Armstrong, Duke Ellington, Bessie Smith** and **Ethel Waters**
- Discuss the historical circumstances surrounding the birth of the **Harlem Renaissance**
- Identify the works of **African-American writers, painters** and **musicians** that became part of American culture during the Harlem Renaissance
- Explain how **leisure time increased** for many Americans due to **time saving devices** and **shorter work days**
- Discuss how radio and movies provided the same experiences for people across the country and describe how this was different from the past
- Discuss the **changing role of women** in American society (sports, politics, culture, flappers)

## Section III: Time of Unrest

- Debate “**melting pot**” theory v. “**salad bowl**” theory of culture and immigration in the United States
- Explain how **Prohibition** led to an increase in organized crime
- Discuss the revival of the **Ku Klux Klan** as a reaction to the **Great Migration** (after World War I many African-Americans moved to Northern cities in search of jobs and better life)
- Examine the trial of **Sacco and Vanzetti** (May 1920) and discuss the debate over evidence and guilt, describe the outcome
- Explain how the Red Scare, Ku Klux Klan and the Sacco and Vanzetti trial increased **nativism** and influenced immigration legislation
- Describe the restrictions placed on immigration by the **Immigration Act of 1924** (quota system, limited immigration from eastern and southern Europe and all of Asia)
- Describe the historical circumstances surrounding the “**Scopes Trial**”(1925), discuss the events of the case and the outcome (“**Monkey Trial**”, science v. religion, **Theory of Evolution, Charles Darwin**)

## Topic 25: The Great Depression and the New Deal

### Section I: Domestic Issues

- Discuss how **buying on margin** and **overproduction** helped to cause the **stock market to crash (October 29, 1929, Black Tuesday)**
- Explain how the stock market crash sparked the **Great Depression**
- Discuss how the **Great Depression** affected Americans in both urban and rural areas (unemployment, debt, foreclosure, etc.)
- Explain how **Hoover’s Hawley-Smoot Tariff Act** helped spur a worldwide economic depression
- Discuss the **causes** of the **Dust Bowl** (drought, over planting)
- Explain the **effects** of the **Dust Bowl** on agriculture and farm incomes in the Midwest
- Locate on a map the regions suffering droughts during the Dust Bowl (parts of Texas, Oklahoma, Kansas, Colorado, and New Mexico)
- Discuss **Hoover’s economic policies**

### Section II: Domestic Problems

- Explain why many impoverished communities were called “**Hooverilles**”
- Discuss the increase in discrimination experienced by many groups during the Great Depression and analyze the causes

- Describe the **Bonus Army** and discuss the events and the outcomes of the Bonus Army's march to Washington D.C.
- Discuss the outcome of the **presidential election of 1932**

### Section III: The New Deal

- Discuss the differences between the **economic recovery programs** of **Hoover** and **Roosevelt**
- Describe the goals of **President Franklin D. Roosevelt's New Deal** legislation
- Identify the **Three R's: Relief** (provide relief to people suffering from the Depression), **Recovery** (begin economic recovery) and **Reform** (produce reforms to prevent future depressions)
- Identify and discuss the **goals of relief programs** instituted as part of the New Deal (**Emergency Banking Act, Federal Emergency Relief Act (FERA), Public Works Administration (PWA), Civilian Conservation Corp (CCC), Works Progress Administration (WPA), Tennessee Valley Authority (TVA)**)
- Identify and discuss the **goals of recovery programs** instituted as part of the New Deal (**National Industrial Recovery Act, Federal Housing Administration (FHA), First Agricultural Adjustment Act (AAA)**)
- Identify and discuss the **goals of reform programs** instituted as part of the New Deal (**Securities Exchange Act, Social Security Act, National Labor Relations Act, Fair Labor Standards Act**)
- Explain the success and popularity of F.D.R.'s **fireside chats**
- Evaluate **Supreme Court** decisions that deemed some New Deal legislation and actions as unconstitutional (*Schechter Poultry Corporation v. United States (1935)*, *United States v. Butler (1936)*)
- Discuss the historical circumstances surrounding F.D.R.'s **Court-Packing Plan** (Judicial Reorganization bill) and explain why Congress would not approve the bill (F.D.R. wanted to add six justices to the Supreme Court in an effort to combat their vetoing New Deal Legislation)
- Describe how **Eleanor Roosevelt** changed the role of the **First Lady**
- Evaluate the **successes** and **failures** of Roosevelt's **New Deal** and how it affected different parts of society

## Unit IX: America Becomes a World Leader

### Topic 26: World War II (1939 ~ 1945)

#### Section I: The Road to War

- Describe the events that led to the beginning of **World War II**
- Explain how economic problems (the depression in Europe, the struggle to rebuild, the debt owed and war reparations) led to the rise of **totalitarian governments** (one person or group has complete control) in Spain, Germany and Italy in the 1930s
- Define the philosophy of **fascism** (places the **importance of the nation** above all else, individual rights and freedoms are sacrificed as everyone works for the benefit of the nation, **extreme nationalism, racism and militarism**)
- Explain how the terms of the **Versailles Treaty** affected the economy of Germany
- Identify **Adolf Hitler** and describe his rise to power as **dictator of Germany**
- Describe the **fascist philosophy** and actions of the **Nazi Party (National Socialist Party)** under Adolf Hitler
- Discuss Hitler's idea of a "**master race**" and Nazi treatment of Jews in Germany in the 1930s and how it influenced his actions
- Identify **Benito Mussolini** and describe his rise to power as **fascist dictator of Italy**
- Identify **Joseph Stalin** and discuss his political philosophy and actions as **totalitarian dictator of the Soviet Union** in the 1930s
- Explain how **economic problems** caused **Japan** to turn toward military leadership and **invasion of China** in the 1930s
- Describe how **Hitler annexed Austria** and negotiated control of the **Sudetenland** in 1938
- Explain the policy of **appeasement (The Munich Pact)** and discuss why British and French leaders agreed to allow Hitler to gain the Sudetenland
- Discuss how Hitler's continued aggression (seizure of Czechoslovakia, invasion of Poland) caused **Great Britain and France to declare war with Germany** (September 3, 1939)
- Explain why Nazi Germany and the Soviet Union signed a **non-aggression pact** in August 1939

## Section II: The World at War

- Describe Germany's war strategy of **blitzkrieg** and discuss why it was effective against the enemy
- Identify the three major **nations** and **leaders** making up the **Allies** (**Britain-Winston Churchill, USSR-Joseph Stalin, France- Charles de Gaulle**) and the three major **Axis Powers** (**Germany-Adolf Hitler, Italy-Benito Mussolini, Japan-Emperor Hirohito/Tojo Hideki**) during World War II
- Discuss the reasons for the **Soviet Union** to join the Allies (surprise attack by the Nazis)
- Explain the purpose of Roosevelt's **lend-lease plan** and explain how the plan brought the United States closer to war
- Explain why Roosevelt imposed an **embargo** on trade with Japan in 1940 and the effect it had on Japan
- Describe the **Japanese surprise attack** on the **U.S. Naval Base at Pearl Harbor, Hawaii** (December 7, 1941) and the U.S. declaration of war on Japan the following day
- Evaluate the necessity of **internment camps** for Japanese Americans on the west coast following the events at Pearl Harbor
- Summarize the Supreme court case of ***Korematsu v. United States, 1944*** and discuss the court's decision
- Describe the "**Europe First**" policy developed by the Axis Powers when the United States entered the war
- Identify **military leaders** in Europe (**Eisenhower, Rommel, Patton, McArthur**)
- Discuss the Allied victories in North Africa and the surrender of Italy and **overthrow of Mussolini**
- Describe the strategy behind the events of **D-Day** (June 6, 1944) and discuss the significance

## Section III: Winning the War

- Explain the **effect of the war** on the U.S. economy
- Describe the **wartime economy** of the United States
- Define **rations** and explain the purpose and the goods that were rationed
- Discuss the role of women (**Rosie the Riveter**) and minorities (**segregation**) in the war effort at home and overseas
- Describe the strategy of "**island hopping**" the Allies used against the Japanese forces in the Pacific

- Summarize the events of the **Battle of Midway** and explain the significance to the Allies
- Identify the major points of the meeting of the “**Big Three**” at the **Yalta Conference** (division of Germany, the Atlantic Charter, plans for the United Nations, war crime trials)
- Define: **scapegoat**, **anti-Semitism**, and **genocide**
- Discuss Hitler’s “**Final Solution**”, **concentration camps**, the **Holocaust** and atrocities carried out by Hitler and the Nazi Party during World War II
- Describe the events leading to **V-E Day (victory in Europe-May 8, 1945)**
- Debate **President Truman’s** decision to drop the **atomic bombs** on **Nagasaki** and **Hiroshima, Japan**
- Explain the major events leading to the **surrender of Japan**
- Analyze the **costs of war** (death, destruction, economies, families and nations)
- Evaluate the purpose and outcome of the **Nuremberg Trials** (war crimes trial, Nazis were found guilty of “**crimes against humanity**”)

## Topic 27: The Beginning of the Cold War

### Section I: The Cold War Begins

- Define **Cold War** (a conflict between countries with no direct fighting) and identify reasons for the beginning of the Cold War after WW II)
- Explain the goals and purpose of the **United Nations**
- Describe the structure of the United Nations and explain how the makeup of the **Security Council** reflected the world at the end of WW II, with the winners having more power in decision-making
- Discuss how the United States emerged as a “**super-power**” after World War II
- Compare and contrast the political and economic systems of U.S. **democracy and capitalism v. Soviet Communism**
- Examine Winston Churchill’s **Iron Curtain speech** and evaluate the effect it had on world politics
- Evaluate the **Truman Doctrine** and explain Truman’s policy of **containment** during the Cold War (U.S. would help any country threatened by communism and stop the spread of communism)
- Explain the purpose and the significance of the **Marshall Plan** (economic support for the democratic countries of Europe)

- Describe the historical circumstances surrounding the **Berlin Blockade** and the **Berlin Airlift** and evaluate the success
- Explain the purpose of **NATO** (North Atlantic Treaty Organization), 1949 and creation of the **Warsaw Pact** by the Soviet Union in response, define **satellite nation**
- Locate on a map the nations belonging to NATO and the Warsaw Pact and discuss the **geographic division of Europe and Asia**
- Discuss the events leading to the **Communist Revolution in China** under the leadership of **Mao Zedong** (1949) and the effect that it had on the Cold War
- Discuss the **occupation of Japan** by the U.S. military until 1952
- Discuss the historical circumstances surrounding the events leading to the creation of the **State of Israel** (May 14, 1948)

## Section II: War in Korea and the Red Scare

- Define **superpower** and explain how the U.S. and the Soviet Union had become superpowers following World War II and how Cold War tensions led to the **Korean War** (1950 ~ 1953)
- Locate **Korea** on a map and identify the **38<sup>th</sup> parallel** as the dividing line between North and South Korea
- Discuss the causes of civil war in Korea
- Identify the reasons the United States entered the Korean War and why it was called a “**police action**” rather than a war
- Identify the reasons **China** entered the war on the side of North Vietnam
- Evaluate the **results of the Korean War (demilitarized zone, or DMZ created at the 38<sup>th</sup> parallel, North Korea becomes a Soviet satellite and South Korea signs a defense treaty with the U.S.)**
- Describe the cause and effects of the “**Red Scare**” in the United States during and after the Korean War
- Discuss the goals of the **House of Representatives Un-American Activities Committee (HUAC)**
- Summarize the charges and court cases of **Julius and Ethel Rosenberg** and **Alger Hiss**
- Identify **Senator Joseph McCarthy** and discuss his role in the “Red Scare” and the results of his actions
- Define **McCarthyism** (practice of publicly accusing people of disloyalty often without regard to evidence) and describe how Senator McCarthy increased fears of communism

### Section III: The Changing Nation-Civil Rights

- Discuss how the Republicans gained control of the White House and elected **Dwight D. Eisenhower** to the presidency in **1952**
- Summarize the historical background, facts and decisions in the Supreme Court case of ***Brown v. Board of Education of Topeka***, 1954 (unanimous decision, separate schools are not equal, schools should move to desegregate with “**all deliberate speed**”)
- Describe how the Brown ruling affected the ruling of ***Plessy v. Ferguson***, 1857
- Describe how the Governor of Arkansas reacted to the Brown decision in the **Little Rock School District** (sent National Guard to block entrance of nine black students, closed school)
- Explain the **outcome of the crisis at Little Rock (Eisenhower used the National Guard to enforce integration)**
- Evaluate the influence of radio and television on public opinion and show how **television has a major impact on the passage of information**
- Identify **Rosa Parks** and describe the events leading up to her arrest in **Montgomery, Alabama**
- Discuss how the arrests of Rosa Parks led to the **Montgomery Bus Boycott**
- Identify **Dr. Martin Luther King, Jr.** and explain his role in the bus boycott and the national struggle for civil rights
- Explain the goals of the **Southern Christian Leadership Conference (SCLC)**, founded 1957
- Describe the causes of increased Cold War tensions under Eisenhower (**arms race, U-2 spy plane incident**)

### Section IV: Life in the Fifties

- Discuss how changes in lifestyle, growth of suburbs, population growth and the popularity of television affected American life in the 1950s
- Define and explain causes of the **baby boom** (1946 ~ 1964)
- Analyze the rapid **growth of suburbs** occurring in the 1950s and determine the effects on American culture
- Explain how the role of **women in the workforce** changed after World War II and discuss problems faced by women in the workforce
- Describe ways in which television influenced American culture in the 1950s (people across the nation have common culture, new market in teenagers, new industries)

- Discuss **achievements of African-Americans** in music, sports and the arts, breaking the color barrier (Jackie Robinson, Sydney Poitier, Little Richard, etc.)

## **Topic 28: The Kennedy Years (1961 ~ 1963)**

### **Section I: The Threat of Communism**

- Explain how **televised debates** affected the 1960 presidential election
- Identify **President John F. Kennedy** and explain ways in which he was different for past presidents (youth=**43 years old, Roman Catholic**)
- Locate **Cuba** on a map and identify the **Bay of Pigs**, measure the distance from the United States to Cuba (**approximately 90 miles**)
- Describe the events and the reasons for the **Bay of Pigs Invasion** (failed attempt to overthrow Fidel Castro in Cuba)
- Evaluate the **outcomes of the Bay of Pigs Invasion**
- Explain why the **Berlin Wall** was built under Soviet leader **Nikita Khrushchev**
- Discuss how the discovery of Soviet nuclear missiles in Cuba (90 miles from the east coast of the U.S.) set off the **Cuban Missile Crisis** in 1962
- Describe the **events** and the **outcome of the Cuban Missile Crisis** (October, 1962)

### **Section II: The New Frontier**

- Discuss the accomplishment of **John F. Kennedy's "New Frontier"** programs
- Explain how the Cold War affected the **Space Race** and Kennedy's goal of landing a man on the moon by the end of the 1960s
- Discuss the practices and goals of **The Peace Corps**
- Describe the social programs promoted by Kennedy (raise minimum wage, increase Social Security benefits, anti-pollution laws, etc.)
- Examine Supreme Court cases that expanded the rights of individuals during the Kennedy years: **Engel v. Vitale**– students cannot be forced to pray in school, **Gideon v. Wainwright** – right to an attorney, **Barker v. Carr** – changed the way election districts were drawn

### **Section III: The Civil Rights Movement**

- Identify methods used by civil rights protesters to fight against segregation

- Describe the lunch counter **sit-in** in **Greensboro, North Carolina** in February, 1960, the cause, events and outcomes
- Discuss forms of **non-violent protest** and give examples (**sit-ins, boycotts, freedom rides, marches, etc.**)
- Explain the goals of the **Student Non-violent Coordinating Committee (SNCC)**
- Discuss the goals of the **Freedom Rides** (break segregation rules on buses across the South)
- Summarize the goals of **CORE (The Congress of Racial Equality)**
- Describe the violence that erupted in Alabama with a Freedom Ride stop
- Discuss how **James Meredith** was able to attend and graduate from the University of Mississippi in 1963
- Explain why **Birmingham, Alabama** was a target for civil rights protesters in 1963
- Discuss the goals and methods of **Dr. Martin Luther King, Jr.** in Birmingham
- Examine Dr. King's "**I Have a Dream**" speech and summarize his goals
- Discuss the **effect of television** coverage of events of violence against protesters
- Examine how the **assassination of President Kennedy** (November 22, 1966) affected the American people
- Discuss why President Johnson appointed a commission to study Kennedy's assassination
- Discuss the findings of the **Warren Commission**

## Topic 29: The Johnson Years

### Section I: Johnson's Administration

- Explain how **President Johnson** worked to calm the nation and pass Kennedy's tax cut and civil rights legislation
- Discuss the candidates in the **1964 presidential election** and the outcome (LBJ re-elected)
- Summarize the ideas and plans of **President Johnson's Great Society** (poverty, urban renewal, job training, education, healthcare, immigration, and the arts)
- Describe **Johnson's War on Poverty** and the social programs he introduced (Office of Economic Opportunity, Project Head Start, Job Corps, Volunteers in Service of America)

- Explain the purpose of the **Department of Housing and Urban Development** and the **Wilderness Preservation Act, 1964**
- Describe Johnson's goals in education and healthcare (federal aid to schools, Higher Education Act, Medicaid)
- Discuss and summarize the court's decision in Supreme Court cases of: *Esobado v. Illinois, 1964* – right to a lawyer during police questioning, *Miranda v. Arizona, 1966* – people must be read their rights when arrested (**Miranda Warning** “You have the right to remain silent...”)
- Identify **Thurgood Marshall** and explain why his appointment to the Supreme Court was significant (1<sup>st</sup> African-American on the Supreme Court)
- Identify the changes in immigration policy under President Johnson (**The Immigration and Nationality Act of 1965** – altered the quota system)

## **Section II: Equal Rights**

- Discuss the importance of the **Civil Rights Act of 1964** (outlawed segregation, created the **Equal Opportunities Commission (EEOC)**)
- Explain how some southern states prevented African-Americans from voting in the 1960s (poll taxes, literacy tests, KKK)
- Explain why 1964 was called **Freedom Summer** (for its many demonstrations, protests, voter registration drive and march on Washington)
- Identify **Malcolm X** and discuss his role in the fight for rights, compare his methods to the methods of Martin Luther King, Jr.
- Describe the goals and methods of the **Black Panthers** and identify **Huey Newton** and **Bobby Seale**
- Explain the purpose and the findings of the **Kerner Commission**
- Discuss how the assassinations of Kennedy, King and Malcolm X affected the country
- Identify **Betty Freidan**, her 1963 book, *The Feminine Mystique* and the impact she had on the **feminist movement**
- Explain the significance of **Shirley Chisholm's election to Congress** in 1969
- Summarize the rights women gained by passage of: **The Equal Rights Amendment, The Equal Opportunity Act and Title IX of the Educational Amendments Act**
- Identify **Cesar Chavez** and explain his role in the struggle for Latino rights

- Explain why the **Equal Rights Amendment** died without becoming a law

### Section III: Conflict in Vietnam

- Locate **Vietnam** on a map, identify **North Vietnam** and **South Vietnam** and examine their geographic and climatic features
- Summarize the historical events surrounding and leading up to America's involvement in the Vietnamese Civil War
- Explain why the U.S. government wanted to expand its role in Vietnam
- Identify **Ho Chi Minh**, the **National Liberation Front (NLF)**, the **Ho Chi Minh Trail** and **Ngo Dinh Diem**
- Explain the idea of the **domino theory**
- Summarize the events leading to the enactment of **Gulf of Tonkin Resolution** (it gave the president permission to escalate the war in Vietnam... "to take all necessary measures to protect American forces in Vietnam")
- Contrast the views of those who **enlisted** and those who were **drafted**
- Explain the factors that made the war in Vietnam difficult for the United States to win (guerilla warfare, difficulty locating the enemy, foreign grounds)
- Describe why the draft was unfair to the poor and minorities
- Describe the growing **protest movement against the war in Vietnam**, identify reasons for discontent
- Describe the effect of the **Tet Offensive** on people's opinions of the war
- Discuss why President Johnson did not seek re-election in 1968

## Unit X: Modern America

### Topic 30: Turbulent Times (1968 ~ 1979)

#### Section I: The End of the Vietnam War

- Explain the social and political issues surrounding the **Vietnam War** and the events that led to the war's end
- Identify the **candidates** for the **1968 presidential campaign (Democrats: Hubert Humphrey, Robert Kennedy, Eugene McCarthy, and Republican Richard Nixon)**

- Explain the events surrounding the **assassination of Robert F. Kennedy** (June 6, 1968)
- Describe what happened at the **Democratic National Convention** in 1968 (protesters and police clash)
- Discuss the outcome of the presidential election and President Nixon's promise of "**peace with honor**" to get out of the Vietnam War
- Explain the concept of **Vietnamization** of the war (Nixon's plan for troop withdrawal and takeover of ground forces by the South Vietnamese)
- Describe who Nixon called the "**silent majority**"
- Identify and discuss the incidents that helped to intensify the antiwar protests in the United States (**My Lai Massacre, secret bombings in Cambodia and Laos, Kent State shooting**)
- Describe the terms of the **truce, signed January 27, 1973** and the withdrawal of U.S. troops from Vietnam, and the effect withdrawal had on South Vietnam
- Evaluate the **successes and failures of the war in Vietnam**
- Summarize the provisions of the **War Powers Act** (November, 1973)
- Explain how the enactment of the War Powers Act restricts the power of the president implementing troops in military conflict

## Section II: Nixon's Administration

- Discuss **the environmental protection programs** and legislation enacted under President Nixon ( **ban use of DDT, Environmental Protection Agency (EPA)**)
- Explain the goal of **affirmative action** programs
- Describe the major advances in the **space program** under Nixon (Apollo 11, men walk on the moon, approval for NASA to develop a space shuttle)
- Identify the role of **Henry Kissinger** and explain the policy of **détente**
- Explain the goals of the **Strategic Arms Limitations Talks (SALT)**
- Discuss the events leading to the **energy crisis** in the 1970s, explain the impact of **OPEC** on the U.S. economy
- Describe the historical events surrounding the **Watergate Scandal** and explain how it led to the **resignation of Richard M. Nixon** from the presidency on August 9, 1974
- Discuss the effects of the Watergate affair and explain why it is a turning point in U. S. history

- Explain the purpose and tactics of **CREEP (Committee to Re-Elect the President)**
- Analyze the facts of the case and the Supreme Court ruling in: *United States v. Nixon, 1974* (Nixon had to turn his tapes over to the Senate Committee)

### Section III: Domestic Issues

- Explain why **President Ford pardons Nixon** as one of his first acts as President
- Describe Ford's influence in the signing of the **Helsinki Accords**, summarize the **major provisions** of the Helsinki Accords (human rights, respect of post WW II boundaries in Europe)
- Identify **President James Earl Carter, Jr.** and explain his campaign strategy
- Identify President Carter's role in the peace agreement signed at **Camp David Accords in 1979**
- Describe the **provisions** set forth in the **Camp David Accords**
- Discuss the historical circumstances and the events of the **Iranian Hostage Crisis in 1979**
- Explain the effects of the hostage crisis and how the unsuccessful attempt at rescue affected the 1980 presidential election

## Topic 31: New Challenges for the Nation (1980 ~ Present)

### Section I: The Regan Years (1981 ~ 1989)

- Discuss the continued **inflation issues** combating Americans in the 1970s and early 1980s
- Discuss **Reagan's New Federalism** and **supply-side economic program**, later to be called **Reaganomics** (tax cut for businesses and the wealthy so that they may reinvest their savings and create jobs, goods and services)
- Explain the "**trickle down**" theory (money spent by wealthy Americans will trickle down to the less advantaged)
- Describe the effects of Reagan's economic policies (decreased inflation, increased the federal deficit)

- Describe the events of the **Iran-Contra scandal** and the outcome of the hearings
- Identify the aims of the **Strategic Defense Initiative** (SDI, a.k.a. Star Wars) and determine the reasons for increased defense spending under Ronald Reagan
- Explain the events that lead to the enactment of the **Brady Bill**
- Discuss how the increase in U.S. arms led to changes in the Soviet economic system under the leadership of **Mikhail Gorbachev**
- Summarize the provisions of the **Intermediate-Range Nuclear Forces Treaty (INF)** of 1987

## **Section II: A Changing World (1987 ~ 1993)**

- Explain the problems that contributed to the large **federal deficit** faced by **President George H.W. Bush** when he took office in 1989 (Black Monday, high interest rates, Reagan deficit inheritance)
- Describe the provisions and the effects of the **Americans With Disabilities Act (ADA)** of 1990 on Americans with disabilities and on American businesses
- Describe the **environmental problems** President Bush attempted to combat (**acid rain, smog, air pollution from vehicles**)
- Describe the events leading to the **end of the Cold War** in 1991 (**unrest and democratic movements in satellite countries, the opening of the Berlin Wall and unification of Germany in 1990, the breakup of the Soviet Union in 1991**)
- Discuss the impact of world events on the United States and throughout the world (**Tiananmen Square, China 1989, U.S. troops to Panama to capture Manuel Noriega, war in the Persian Gulf, democracy in South Africa**)
- Describe the historical circumstances leading to the **Persian Gulf War** and **Operation Desert Storm** (January 16, 1991) (**invasion of Kuwait by Saddam Hussein of Iraq**)
- Discuss the outcome of war

## **Section III: America Responds to Crises**

- Discuss the candidates for the **1992 presidential campaign**, the influence of **H. Ross Perot** and the outcome of the election
- Identify **William J. Clinton** and summarize his campaign platform
- Discuss the goals and the provisions of the **North American Free Trade Agreement (NAFTA)**, 1994 (removed trade barriers and tariffs between the U.S., Canada and Mexico)

- Describe Clinton's foreign policy of **nation-building**
- Discuss the **conflicts erupting in the Balkans** between the three major ethnic groups of **Croats, Muslims and Serbs** and describe Serbian attempts at **ethnic cleansing**
- Explain the **reaction of NATO countries to Serb aggression** in the **Balkans** in 1994 and again in 1998
- Discuss the problems caused by **ethnic and religious rivalries** in **Somalia, Rwanda and Haiti** and United States' reaction under President Clinton
- Explain the events leading to the **end of apartheid in South Africa** and the **election of Nelson Mandela** in South Africa in 1994
- Discuss the problems that led to the **impeachment of President Clinton** (lying to a grand jury and obstruction of justice)
- Describe the controversies surrounding the presidential election of 2000 (Florida recount ended by the Supreme Court) **George W. Bush** becomes the 43<sup>rd</sup> president
- Describe the events of the **terrorist attacks** on the United States Pentagon and the World Trade Center in New York on **September 11, 2001**
- Explain the motivation of **Osama bin Laden** and **Al Qaeda** terrorist organization in the attacks on the United States
- Describe the United States reaction to the terrorist attacks at home and abroad (**Department of Homeland Security, the Patriot Act, increased security, war in Afghanistan**)
- Explain the reasons given by the Bush administration for the **War in Iraq**

## Topic 32: Looking to the Future (1990 ~ Present)

### Section I: Advances in Technology and Science

- Identify ways **computers** have changed how people work
- Identify **ways computers have changed communication** (telephones, televisions, VCRs, e-mail, cameras, etc.)
- Discuss the importance of the **internet** and the **World Wide Web** (1991) and the influence on daily life, business, and global communication
- Discuss the advances made in **space exploration** (**space shuttle, Hubble Space telescope, International Space Station**)
- Describe the purpose and importance of the **Human Genome Project**

- Discuss ways in which mapping the human genome can benefit people
- Define **genetic engineering** and **cloning** and discuss the benefits to people and the controversy surrounding them
- Discuss the controversy surround **genetically engineered food**

## Section II: Life in the Twenty-First Century

- Identify how the U.S. economy is affected by world events
- Define **globalization** and discuss the impact of globalization on business, the economy and the workforce in the United States
- Describe how jobs in the future will be different from jobs in the past and some areas of the workforce that will grow in the future (computer industry and healthcare due to aging population)
- Discuss how **immigration patterns** changed since the early twentieth century (change in European immigration to immigration from Latin America and Asia)
- Discuss the issues surrounding **healthcare** (rising costs of insurance, the uninsured, rising cost of prescription medication, etc.)
- Identify issues surrounding the growth of senior citizens (**baby boomers**) as a group and the effect it may have on **Social Security** and **Medicaid**

## Section III: The Future of Our Planet

- Identify world **environmental problems** and discuss some possible solutions
- Define **global warming** and discuss the causes and effects on our environment
- Discuss the purpose of the **Kyoto Protocol, 1997 (limit greenhouse gases, try to slow global warming)** and reasons **the United States rejected the Kyoto Protocol** (President George W. Bush and the U.S. Senate did not confirm the treaty because business leaders felt the protocol's requirements would be costly and would harm the economy)
- Discuss the causes of **damage to the ozone layer** and problems arising from the damage
- Discuss the work of the **World Health Organization (WHO)** in combating diseases such as **AIDs**

# **Participation in Government**

## **12<sup>th</sup> Grade Social Studies: Participation in Government** **(1/2 yr. program)**

### **Unit I: Purposes and Principles of Government, Politics and the Law**

#### **Topic 1: The Nature of Law**

##### **Section I: What purposes do laws serve in society?**

- Define the terms **law** and **society**
- Examine how laws organize a society and protect **civil liberties**
- Identify reasons for developing rules

##### **Section II: How did early civilizations contribute to the development of laws in the United States?**

- Explain **Rousseau's** philosophies of “**social contract**” and “**general will**”
- Discuss the need to create written laws
- Examine some of the early sets of written laws that have influenced our laws (**Babylonian Empire: Hammurabi's Code, Roman Empire: the Twelve Tables and Justinian's Code**)
- Explain the influences English ideas about government and law had on the U.S. (**common law, statutory law, the Magna Carta, Habeas Corpus, and the English Bill of Rights**)
- Define **civil liberties** and **general will**

##### **Section III: Why is there a need for different types of laws?**

- Define **criminal** and **civil law**
- Compare and contrast the two categories of law: **civil** and **criminal**
- Compare and contrast the courts' role in a civil trial and a criminal trial
- Define the role of a citizen “**as juror**” in a civil and criminal trial

#### **Topic 2: The Many Forms of Government**

**Section I: What are the major unlimited and limited forms of government?**

- Define “ **unlimited government**”(authoritarian government)
- Examine the types of unlimited governments and the premises of their rule (i.e. **monarchy/divine right theory, dictatorship/totalitarian**)
- Define **oligarchy** and describe how it differs from dictatorship
- Define “**limited government**”

**Section II: What are the important principles of a democratic government?**

- Describe what a **constitution** is and its importance to a nation
- Explain how a constitution is used in a limited government
- Compare and contrast the following types of government: **unitary, federal, and co federal** ; list their advantages and disadvantages
- Define **democracy**
- Discuss the different types of democracy (**direct democracy, representative democracy/republic/parliamentary**)
- Analyze **John Locke’s** theories about the role of government in society (*Two Treaties of Government/”natural rights of man”*)
- Explain how the *English Bill of Rights, the Mayflower Compact and the Fundamental Orders of Connecticut* contributed to the development of America’s ideas about democratic government
- Discuss how a democracy protects the rights and ideas of the **majority** and the **minorities** in a society
- Explain the **majority rule principle** and describe its importance in a democracy

**Section III: How do the U.S. Constitution and federalism support democratic principles?**

- Analyze the **Declaration of Independence**
- Understand the philosophies of **Thomas Jefferson** (the “**Power of One**”)and its relevance to the principles of democracy
- Examine the **Articles of Confederation** as a confederate system
- Analyze the **United States Constitution**
- Understand the purpose of **amendments** to the constitution
- Discuss the **Supremacy Clause** and understand its importance
- Name the three branches of government (**legislative, executive, and judicial**) and understand the responsibilities of each
- Discuss the principles of **separation of power**

- Diagram the system of **checks and balances** in American government and understand the processes of **judicial review** and **veto power**
- Define **federalism** and its purpose in a democratic nation
- Diagram the division of powers between the federal government and the states (**delegated, reserved** and **concurrent**)
- Explain why the Constitution bans passage of **bills of attainder** and **ex post facto laws**

## Unit II: Citizenship in Comparative Perspective

### Topic 3: People and Their Community

#### Section I: What are the forces that unite people?

- Describe **nationalism** and explain how it can bring people together
- Define the terms: **customs, traditions, values and norms** and examine how they can create a common bond for people
- Describe what brings Americans together

#### Section II: What is a community?

- Define **community**
- List and discuss the different types of communities (i.e. **Urban, suburban, and rural**)
- Define “**global community**” and the impact of the electronic age on “world connectedness”

#### Section III: What role does civic responsibility play in a democratic society?

- Define the terms: **civic** and **private life**
- Explain the difference between a **civic life** and a **private life**
- List the ways a person can fulfill his or her responsibilities in civic life
- Explain how communication and common experiences help people cooperate in a community
- Define **pluralistic society**
- Describe causes of conflict in a pluralistic society (i.e. **Prejudice, stereotypes, discrimination, ethnocentrism**)
- Give example of how to overcome the cause of conflict

### Topic 4: Roles, Rights and Responsibilities of a Citizen

#### Section I: What does it mean to be a citizen of the United States?

- Describe what it means to be a **citizen** in a democratic society

- Identify the **rights** granted to United States citizens under the U.S. constitution (the right to vote for elected public officials, the right to hold elected public office, the right to serve as a juror)
- Read the **13<sup>th</sup> and 14<sup>th</sup> Amendments to the Constitution** and describe the major provisions regarding citizenship in the United States
- Distinguish between the rights held by citizens and all other **civic rights** provided to all other eligible persons residing under U.S. jurisdiction

### **Section II: How does someone become a citizen of the United States?**

- Define the term “**naturalization**”
- List the steps necessary for becoming a citizen and describe the importance of each step (*declaration of intent, literacy requirements, oath of allegiance*)
- Examine the *oath of allegiance*
- Identify the most important ideas in the *oath of allegiance* and explain why they are important
- Compare and contrast the citizenship requirements of the U.S. to at least two other countries

### **Section III: Does your vote count?**

- Discuss why exercising the right to vote is a citizen's most powerful tool
- Read the **15<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> Amendments to the Constitution** and describe the major provisions of each regarding voting rights
- Explore the issues of **suffrage** throughout American history (woman, African Americans, Native Indians)
- Describe the importance of the **Civil Rights Act of 1964** and the **Voting Rights Acts of 1965 and 1970**

### **Section IV: What are the major steps in the voting process?**

- Explain how to **register to vote** and the importance of designating a political party
- List **resources** voters use to get information to help make informed decisions about voting (print media, radio, television, Internet, campaign literature)
- Describe the **voting process** (**polling places, ballot casting, absentee ballots**)

## Unit III: Citizenship, Participation, and the Electoral Process

### Topic 5: Political Processes

#### Section I: How does the political process work?

- Explain what influences the way people feel about an issue (i.e. economic circumstances, religious preferences, ethnic background, customs, traditions, values)
- List steps people should take in making controversial decisions
- Outline the steps involved in the **political process (fact finding, debate, government representation, compromise, policy development, majority-rule)**
- Define **public policy** and cite examples on the local, state and national levels

#### Section II: What is the purpose of political parties?

- Name the two major political parties in the United States (**Democratic** and **Republican**) and list the functions of a **political party**
- Define “**third parties**” and what role they have played in American political history
- Diagram the organization of political parties (national, state, county, city, ward, and precinct committees) and their function at each level
- Describe various types of work done by individuals who volunteer or work for a political party

#### Section III: Why would someone seek public office?

- Identify an **incumbent**, defeated, or currently aspiring candidate
- Analyze the candidate's motivation for seeking public office with regards to: philosophical causes, political party, issues, constituency, and personal ambition
- Examine the burdens and barriers of campaigning: money, time, loss of privacy

#### Section IV: How are political campaigns conducted?

- Outline the steps for conducting a **political campaign (candidacy, party affiliation, campaign team, fund-raising, platforms, primaries, conventions)**
- Examine the **campaign platform** of past or current candidate; their philosophy; policy stance on key issues; and statements
- Describe the purpose of a **primary**

- Describe the function of a **national convention**

## **Topic 6: Citizen Involvement in the Political Process**

### **Section I: What effect does special interest groups have on lawmakers?**

- Define **lobbyist**, and the techniques they utilize to gain support for their positions from the public
- Discuss the role of “**special interest groups**”(lobbyists, **pressure groups**) and the laws regulating their activities
- List some well-known interest groups and the people and/or causes they represent (i.e. **AMA, AFL-CIO, NRA, NAACP, AARP**, etc.)
- Define **political action committee (PAC)**; who are they created by and examine the federal laws regulating their activities and spending
- Describe how the role of a political action committee differs from that of a lobbyist

### **Section II: How do the mass media influence our opinions?**

- Review the **First Amendment** to the United States Constitution
- Describe the purpose of **free press** in a democratic society
- Examine the **constitutional limits of free press** (i.e. **libel, obscenity, and fair trial**)
- Name the different forms of **mass media** (**newspapers, magazines, television, radio, Internet**)
- Define the function of a **public opinion poll**
- Discuss the influences of mass media on **public opinion**
- Understand how a **public opinion poll** is conducted and the function it serves (scientific methodology, statistical analysis, summarization, margin of error and publishing)
- Examine how the results of public opinion polls should be use by both public officials and ordinary citizens

### **Section III: How do you become a more effective media consumer?**

- Monitor news media sources for a period of time and identify a current key issue for research
- Research the background of the selected issue
- Utilize mass media to document the development of the issue
- Analyze the varied opinions on the issue, the underlying ideologies of those opinions, and the policies recommended

- Examine the criticisms of mass media: dramatics, biases, and personalization

## Unit IV: Legal Obligations of Citizenship

### Topic 7: Citizens Rights, Responsibilities and Duties

#### Section I: What is the difference between citizens' rights, their responsibilities and their duties?

- Define a **right** as something a citizen *can do*, a **responsibility** as something a citizen *should do*, and a **duty** as something a citizen *must do*
- Distinguish the few rights and obligations that belong to citizens (to vote, hold office and serve as a juror) in contrast to the longer list of rights and duties that belong to all persons living under U.S. law
- Identify and examine the three additional duties of citizens and non-citizens : **registering for military service, paying taxes, completing a federal census form, and obeying the law (a residual duty)**

### Topic 8: Military Obligations

#### Section I: What are the legal obligations for military registration?

- Review the constitutional history of the military in American history (i.e. importance of a **militia in colonial times, origins and development of the Second Amendment**, the use of **conscription** and a **military draft**)
- Examine **Section 3(a)** of the **Military Service Act** and explain the duty of registering for military service (who, when, where)
- Describe the difference between **mandatory registration/mandatory draft** and **voluntary service/mandatory service**
- Examine the democratic reasons for requiring all males to register
- Review the case *Rostker v. Goldberg*, **453 U.S. 57 (1981)** regarding male-only military registration requirements and voluntary registration by women
- Describe the wartime occurrences of **civil disobedience** and **conscientious objection**
- Examine the struggle against racial and gender discrimination in the armed services
- Select and defend a position of the constitutionality of a recent or historical public policy that posed a conflict between security and

- liberty (i.e. loyalty oath, conscientious objection, women in combat, gays in the military)
- Define the role of **homeland security** against **terrorism**

## Topic 9: Legal Obligations of Taxation

### Section I: What are the civic implications of taxation?

- Define the term **taxation** (contribution to government, source of **revenue**)
- Explain how the principle “**No taxation without representation**” is reflected in our current constitutional system of taxation and the major points in its history
- Examine the constitutional system of taxation as a reflection of federalism and representative government (What makes a system of taxation democratic?)
- Distinguish between **federal, state, and local taxes**
- List and describe the **types of taxation** imposed by governments: **income, property, and sales**
- Investigate what percent of all U.S. government revenues come from the taxation of individuals ( income tax, sales tax, and property tax)
- Describe the **legal obligations of taxation** required by law and the penalties imposed by law for failure to pay
- Examine taxation as an **instrument of public policy** that has the intent or effect of regulating behavior (i.e. **incentives** and **disincentives**)
- Examine an IRS-1040 long form in terms of the incentives and disincentives and implications for regulating behavior
- Describe how taxes can be considered “**regressive**” and “**progressive**”; list examples of each
- Define the term **tax relief** and list examples (i.e. reduction of property tax for senior citizens, those in military service, etc.)

## Topic 10: Rights and Legal Obligations as a Juror

### Section I: How should you respond to a call for jury duty?

- Distinguish between a **juror qualification** and/or a **jury summons**
- List the qualifications and disqualifications for jury service
- Describe the penalties imposed for failure to respond to jury duty
- Examine the “**Juror’s Handbook**” and define the rights and roles of a juror

- Define the terms **foreman, alternate, sequester, deliberate**
- Describe the difference between the **grand** and **petit juries**; **civil** and **criminal** cases
- Define the roles of the federal, state, and local court systems

## **Section II: What is the importance of the jury in a democratic system?**

- Examine the historical reasons for providing for **trial by jury**
- Review the **Fifth, Sixth, and Seventh Amendments** and analyze how the right to trial by jury is a “**double right**” (the legal right of the defendant to be judged by peers, and the political right to serve as a juror)
- Describe how the right to trial by jury is democratic in nature (political power by which the people could check the power of appointed federal judges in the court system)
- Explain why questions of fact are assigned to juries and questions of law are reserved for judges, determine if this distinction is still valid today, and whether it should be preserved
- Analyze the conservative argument for “**jury nullification**” and respond

## **Unit V: Public Policy and Political Participation**

### **Topic 11: Doing Public Policy Research**

#### **Section I: How do you find and evaluate information on public issues of interest?**

- Identify the multiple arenas where information on public policy can be found (**local, state, federal, and international**)
- List the various **resource materials** that exist on public policy issues: **bills and laws, legislative and executive reports; newspapers, other periodical literature (magazines, journals, etc.), public opinion surveys and other statistical studies; reference works, and books**
- Identify and visit the various **people (media specialists, consultants, etc.) and places (libraries, archives, Internet)** where information can be accessed
- Read and review excerpts from bills, laws and other documents to become familiar with their kinds of writing

## **Section II: Which governments should respond to a particular public policy issue?**

- Select several public policy issues (past or present)
- Apply research skills and identify the levels of government (federal, state, county, local) involved in the selected public policy
- Describe the involvement at each level of government and why each is involved
- Discuss the effectiveness of each levels' involvement and debate improvements for allocation of responsibilities

## **Section III: How do you conduct an original policy research project?**

- Outline the basics for designing a survey and conducting an interview
- Describe the proper protocol in contacting public offices for information
- **Find and formulate or construct a public policy issue** in the form of a question (i.e. should government X pass a law regulating/banning /supporting Y?) or (For **legal issues**: Does government X have the power to do Y?)
- Research the historical background of the issue (how the public need or problem arose and how it was settled in the past)
- Analyze the current scope of the public need or problem (i.e. analyzes statistics, review earlier court cases/decisions etc.)
- Collect data, conduct surveys, gather statistics etc.
- Compare alternative policies (i.e. courses of action) for dealing with the public problem or need
- Discuss and debate alternative arguments or interpretations in terms of their pros and cons (i.e. their strengths and weaknesses, advantages and disadvantages, or benefits and costs)
- Draw a conclusion for your policy; include alternative actions (or a combination of alternatives) which are the most desirable and feasible

## **Topic 12: Public Policy in a Democratic Society**

### **Section I: How does the public policy process work?**

- Review the **division of powers** between the federal and state governments (**delegated powers, reserved powers, and concurrent powers**)

- Review the organization and function of **the three branch system** of government (Legislative, Executive and Judicial) at the federal and state levels
- Read the most recent State of the Union (or State) Address and identify the public policies that were initiated for the current legislative season
- Identify those individuals and/or groups most likely to be involved in the identified public policy issues (i.e. executive officials, legislators, constituency groups, and advocacy groups)
- Select one current public issue facing Congress or the New York State legislature
- Identify the legislators associated with the issue and attempt to chart the cross-pressures they may experience in terms of party affiliation, district, and voting record
- Examine **public policy making** as it pertains to **executive-legislative relations**; study major congressional legislation, voting records, published case studies and political biographies that show the pressures and potentialities of political leadership

**Section II: How does the public policy process reflect the purposes, values and principles of American democracy?**

- Review the United States and New York State Constitutions; identify and discuss the basic civic values found within these documents
- Describe how the Constitutions provide the mechanisms for participation (i.e. **the First Amendment** protects freedoms of speech and press, and the rights of petition and assembly)
- Identify how lack of citizen participation can be a danger to the democratic policy making process
- Discuss the democratic principles of “**rule by majority**” and “**compromise**” as a means by which policy making attempts to satisfy the greatest number of people
- Describe how the principles of **representation, federalism, and separation of powers** are reflected in the policy making process

**Topic 13: The Active Citizen and Public Policy**

**Section I: How do citizens become involved on a public issue?**

- Identify the steps that an individual should take when deciding to participate in a volunteer or community activities (**Finding an**

**interest and knowing yourself, listing issues according to priority, deciding how to participate, and volunteering)**

- List the types of issues that interest you the most, and select one
- Research to find out the facts and the arguments the various sides use to defend their point of view on this issue
- Identify individuals who will have the power to act on the issue you are promoting
- List the organizations in your area that are concerned with the problem you want to solve
- Determine your means of participation (i.e. volunteering, behind the scenes, etc.)

## **Unit VI: Legal Rights and Responsibilities**

### **Topic 14: Legal Rights and Responsibilities in Civic Life**

#### **Section I: What are the legal rights and responsibilities of the individual in civic life, the workplace and school?**

- Identify areas of rights and responsibilities (i.e. rights and responsibilities of the accused outside of school/in school, rights and responsibilities of minors in the workplace/family, rights and responsibilities related to medical treatment/public assistance etc.)
- Describe how the rights are observed in New York state and other states in the United States
- Distinguish the **constitutional** or **statutory sources** of the rights
- Identify the key **precedents** for each right and responsibility
- Describe the major issues and implications of the rights and responsibilities as they exist today
- Examine the **legislative policy making processes** involved with each right
- Examine any **judicial process** pertaining to the right
- Conduct a “**mock trial**”

### **Topic 15: How Rights Can Vary from Place to Place**

#### **Section I: How do your legal rights and responsibilities change as you move about the international arena?**

- Select an area of law for research (i.e. adoption law, computer law, copyright/patent law, environmental law, immigration law, medical law etc.)

- Define the law as it exist in the United States
- Define the law as it exists in other countries
- Examine the consequences and remedies that pertain to the law on a local, national and international level

## **Unit VII: Selecting a Culminating Question (optional)**

### **Topic 16: Public Policy Issues on the Foreign or Domestic Front**

#### **Section I: What type of public issue can be selected for a culminating project?**

- Describe the basic differences between **domestic** and **foreign policy**
- Research domestic and foreign considerations of the issue
- Present finding in a paper or video, oral presentation, debate etc.

# **Seventh Grade Social Studies**

## **United States and New York State History**

### **Course Outline**

#### **United States and New York State Geography**

##### **Introduction**

**Geography:** Students will recognize the connections between history and geography.

Students will understand and recognize the five themes of geography:

- **Location** – students will be able to locate an area or region on a map and will recognize and describe various regions of the United States and New York State
- **Place** – students will differentiate the physical and climatic features of regions in the United States and New York State
- **Region** – students will investigate areas that have similar physical features
- **Movement** – students will look at the movement of people; ideas and goods to understand the changes that have occurred
- **Human interaction** – students will recognize the affects of environment on how people live

#### **Unit I: United States and New York State Geography**

- Identify unit terms
- Demonstrate knowledge of terms and map skills
- Identify themes of geography in culture
- Apply themes of geography in culture
- Identify geography of United States and New York State – coasts, rivers, river valleys, lakes, islands, mountains canals, plateaus, borders, and climates
- Identify natural resources of the United States and New York State – water, timber, fish, minerals

#### **Unit II: Three Worlds Meet**

### **Chapter 1: The First Americans – Beginnings to 1607**

- Explain where the earliest Americans may have come from
- Identify the characteristics of the five major civilizations of Mesoamerica and South America
- Describe the three major farming societies of southwestern North America
- Identify two major civilizations of North America
- Discuss people of the Mississippi, Plains, and Pacific Northwest

### **Chapter 2: Exploration – 1400 to 1607**

- Describe the importance of new technology in early navigation and exploration
- Identify the major European explorers and the areas they explored
- Explain how England and Spain's power in Europe changed after the Spanish Armada was defeated
- Identify the first European colonies and who founded them
- Identify the seven major native tribes of New York State
- Describe the characteristics of the major native tribes of New York State

## **Unit III: Colonization and Settlement**

### **Chapter 3: English Colonies Are Created – 1607 to 1733**

- Describe how the Jamestown colony became a successful settlement
- Identify the Pilgrims and the Puritans and where they settled
- Explain how each English colony came into being
- Describe what life was like in colonial times
- Recognize which colonies made up the New England, middle, and southern regions

### **Chapter 4: A Struggle for Power – 1700 to 1763**

- Describe colonial trade practices
- Describe triangular trade
- Identify the conflicts over land that led to war between the French and the British
- Identify the major battles of the French and Indian War
- Explain how the French and Indian War affected control of the land and power in the colonies

## **Unit IV: Revolution and the New Nation**

### **Chapter 5: A New Nation Begins to Grow – 1763 to 1775**

- Explain the purpose of the Proclamation of 1763
- Identify the taxes the British placed on the colonist and how the colonist protested them
- Explain what caused the Boston Tea Party
- Describe the actions taken by the First Continental Congress
- Explain what occurred at Lexington and Concord

### **Chapter 6: The American Revolution – 1775 to 1783**

- Explain what events immediately followed Lexington and Concord
- Identify what actions the Second Continental Congress took
- Explain why the Declaration of Independence was written
- Identify the strengths and weaknesses of the colonists and the British
- Explain why the Battle of Saratoga was a turning point in the war
- Describe how the colonists won the war

### **Chapter 7: A Government is Formed – 1783 to 1791**

- Explain the Articles of Confederation and the problems it caused
- Understand the Northwest Ordinance
- Examine Shay's rebellion, its purpose and outcome
- Explain what happened at the Constitutional Convention
- Identify the differences between the New Jersey Plan and the Virginia Plan
- Identify the three branches of government and their powers
- Examine the processes that occurred when ratifying the United States Constitution, defining Federalists, Anti-Federalists and their positions
- Analyze the Bill of Rights and explain its purpose

### **Chapter 8: Political Parties Develop – 1788 to 1809**

- List the parts of Alexander Hamilton's financial plan
- Explain Washington's accomplishments as president
- Describe what happened during President Adams' term
- Explain what happened at the election of 1800
- Explain Jefferson's accomplishments as president
- Describe the Louisiana Purchase and its significance
- Name and describe some important Supreme Court cases

### **Chapter 9: The Young Nation Goes to War – 1809 to 1815**

- Describe some of the policies of President Madison
- List the causes of the War of 1812
- Identify the major battles fought during the War of 1812
- Describe the outcome of the War of 1812

## **Unit VI: Expansion and Reform**

### **Chapter 10: The Spirit of Expansion – 1816 to 1824**

- Identify how settlers moved west and the problems they faced
- Explain which industries developed in the North and South
- Describe the “Era of Good Feelings”
- Describe how the issue of slavery caused problems
- Explain the key points of the Missouri Compromise
- Describe the Monroe Doctrine
- Explain what happened in the election of 1824

### **Chapter 11: Political Changes Take Place – 1825 to 1838**

- Explain why the Tariff of 1828 caused problems for the federal government
- Describe the ways in which Andrew Jackson was different from the presidents before him
- Describe the rebellion by Nat Turner and explain its’ importance
- Explain why the American Indians relocation west of the Mississippi is known as the “Trail of Tears”
- Describe the major events in the struggle for Texas’ independence
- Explain the election of 1836 and the Panic of 1837

### **Chapter 12: America Becomes More Democratic – 1825 to 1858**

- Identify major inventions and how they contributed to the growth of industry
- Describe early labor unions
- Describe developments in transportation
- List some major developments in communication
- Describe how immigration contributed to population growth and affected cities
- Identify the contributions of some early American educators
- Identify several early American writers and their contributions to American literature

### **Chapter 13: The Country Grows Larger – 1841 to 1850**

- Identify ways in which presidential campaigns changed
- Discuss the concept of Manifest Destiny
- Describe the boundary conflicts between Maine and the Oregon Country
- Explain the reasons for the Mexican War
- Describe the election of 1848
- Describe the events of the California gold rush

#### **Chapter 14: The Slavery Problem Grows – 1850 to 1854**

- Describe the various issues faced by the North and the South concerning slavery
- Examine the significance of the Compromise of 1850
- Explain the Fugitive Slave Law
- Describe the Underground Railroad and how it worked
- Discuss the importance of cotton to the United States
- Analyze the Kansas-Nebraska Act

#### **Chapter 15: The Country Separates – 1854 to 1861**

- Explain why the statehood of Kansas was an issue for proslavery and antislavery forces
- Identify the importance of the Dred Scott case
- Explain the importance of the Lincoln-Douglas debates
- Describe John Brown's raid on Harper's Ferry
- Explain the importance of the election of 1860

#### **Chapter 16: The Civil War – 1861 to 1865**

- Explain the events leading to the Civil War
- Describe the preparations and plans of the North and the South
- Name the major events and important people of the Civil War
- Explain the Emancipation Proclamation
- Name some important battles of the Civil War
- Explain how the Civil War ended
- Describe the losses from the Civil War

#### **Chapter 17: Reconstruction – 1865 to 1877**

- Describe the assassination of Abraham Lincoln
- Define the problems faced by the South after the Civil War
- Analyze the 13<sup>th</sup> Amendment
- Analyze the 14<sup>th</sup> Amendment

- Examine Andrew Johnson's conflicts with Congress and his impeachment
- Understand the effects of Reconstruction on the American Indians
- Explain the social and economic changes in the South during Reconstruction, and the changes in the status of women
- Analyze the 15<sup>th</sup> Amendment, the problems of Grant's administration and the end of Reconstruction

# Greenburgh-North Castle

## Social Studies Department

### Required and Supplemental Textbooks

#### Intermediate Level (7<sup>th</sup> and 8<sup>th</sup> Grade) Social Studies Program United States and New York State History

##### Text:

##### *United States History*

AGS Publishing © 2005

Wayne E. King and John L. Napp

##### Supplemental Texts and Teachers' Resources:

##### *New York State Coach, Document-Based Questions*

Triumph Learning © 2005

Hilary Staton

##### *New York State Coach Social Studies/Grade 8*

Triumph Learning © 2005

Vivienne Hodges, Ph.D.

##### *Pacemaker® United States History*

Pearson/AGS Globe © 2005

Lawrence Broughton, Dr. Dorothy Fields, Nadine Liebow, Paula Young

##### *Skills Coach Social Studies/Intermediate Level*

Triumph Learning © 2005

Vivienne Hodges, Ph.D.

##### *Social Studies Big 8 Review/Intermediate Level*

N & N Publishing © 2007

Paul Stich, Sue Ann Kime, Howard VanAckooy

**Commencement Level (9<sup>th</sup> and 10<sup>th</sup> Grade) Social Studies Program**  
**Global History and Geography I & II**

**Text:**

**World History**

Pearson Education/Globe Fearon © 2006

Carolyn A. Brown, Ph.D., Manuel Chavez M., Ph.D., Linda L. Greenow,  
Ph.D., Richard E. Keady Ph.D., Akram Fouad Khater, Ph.D.,  
Douglas R. Skopp, Anand A. Yang

**Supplemental Textbooks and Teachers' Resources**

**Brief Review in Global History and Geography**

Pearson/Prentice Hall © 2006

Steven Goldberg, Judith Clark DuPre

**Global History & Geography/Geopolitical Patterns & Cultural Diffusion**

N & N Publishing © 2007

Sue Ann Kime, Paul Stich

**Pacemaker® World History**

Pearson/AGS Globe © 2004

Stephen C. Larsen

**Using Primary Sources with Document-Based Questions/Level C**

Pearson Education/Globe Fearon © 2004

Floyd Kessler, Tamika Matheson

**Commencement Level (11<sup>th</sup> Grade) Social Studies Program**  
**United States History and Government**

**Text:**

**American History**

Pearson Education/Globe Fearon © 2005

Yong Chen, Ph.D., Frank De Varona, E.S., Daniel J. Gelo, Ph.D., Linda L. Greenow Ph.D., Deborah Gray White, Ph.D.

**Supplemental Texts and Teachers' Resources**

**Brief Review in United States History and Government**

Pearson Education/Prentice Hall © 2007

Bonnie-Anne Briggs, Catherine Fish Petersen

**The American Journey**

McGraw Hill/Glencoe © 2007

Joyce Appleby, Ph.D., Alan Brinkley, Ph.D., James M. McPherson, Ph.D.

**United States History & Government/Constitutional & Geopolitical Patterns**

N & N Publishing © 2007

Farrell, Pringle, Stich

**Using Primary Sources with Document-Based Questions/Level B**

Pearson Education/Globe Fearon © 2003

Dr. Cindy Beeley

**Commencement Level (12<sup>th</sup> Grade) Social Studies Program**  
**Participation in Government/Economics**

**Texts:**

***Civics for Today/Participation and Citizenship***

Amsco School Publications © 2005

Steven C. Wolfson

***Economics/Principles and Practices***

McGraw Hill/Glencoe © 2007

Gary E. Clayton, Ph.D.

# **Global History and Geography I**

## **Course Outline**

### **9th Grade Social Studies: Regents in Global History and Geography I**

### **Ancient Civilizations to the Industrial Revolution (3500B.C. ~ A.D.1750)**

#### **Introduction**

**Geography:** Students will recognize the connections between history and geography.

Students will understand and recognize the five themes of geography:

- **Location** – students will be able to locate an area or region on a map and will recognize and describe various regions of the world
- **Place** – students will differentiate the physical and climatic features of regions in the world
- **Region** – students will investigate areas that have similar physical features
- **Movement** – students will look at the movement of people, ideas and goods to understand changes that have occurred
- **Human interaction** – students will recognize the affects of environment on how people live

### **Unit I: Prehistory to Early Civilizations**

#### **Topic 1: Early People of the World**

##### **Section I: Prehistoric Times**

- Understand methods of investigation ( archaeology, anthropology)
- Describe ways in which early humans adapted to change and developed skills to survive

##### **Section II: Early Settlements**

- Assess the importance and identify the characteristics of the **Agricultural Revolution**
- Determine the relationship between climate and geography on the development of settlements
- Examine barter system of trade and development of a merchant class

##### **Section III: The Rise of Civilizations**

- Define **civilization** and examine the four features that help to identify a civilization (job specialization, social classes & belief system, writing system, codified system of laws)
- Explain the relationship between location and the development of early civilizations (i.e. river valleys – warm climate)
- Locate and identify the 4 major river valley civilizations (**Mesopotamia, Nile, Indus, and Huang He**)

## Topic 2: Ancient Civilizations (3500B.C. ~ 500B.C.)

### Section I: Ancient Egypt

- Locate **Ancient Egypt** on a map
- Understand the importance of the **Nile River** and geographic setting (fertile land, yearly flooding) to the development of Egyptian civilization
- Categorize Old Kingdom, Middle Kingdom, and the New Kingdom and Egypt's decline
- Identify the contributions of Ancient Egypt to religion, government and society
- Discuss hieroglyphics, papyrus, pyramids, pharaoh and mummification

### Section II: Mesopotamia and Sumer

- Understand the importance of the **Fertile Crescent** and the location (**Tigris and Euphrates River Valley**)
- Identify the contributions of **Sumerian** culture to government, writing and literature, religion and social structure
- Define **polytheism**
- Discuss the importance of Sumerian inventions (the wheel, Cuneiform, the sail, mathematics system and polytheism)

### Section III: Ancient Empires of Mesopotamia

- Locate **Mesopotamia** on a map
- Analyze geography of **Mesopotamia** and note how the lack of natural barriers led to invasions, new empires and **cultural diffusion**
- Recognize the achievements of the Babylonian and Assyrian Empires
- Analyze the **Code of Hammurabi** and emphasize the importance of a written codified set of laws
- Identify Hammurabi, King Nebuchadnezzar, Cyrus the Great, Darius I

- Discuss contributions of the Persians and the Phoenicians
- Emphasize the **Phoenician alphabet, trade and cultural diffusion**

#### Section IV: The Beginning of Judaism

- Define **monotheism**, covenant
- Differentiate Judaism from other ancient belief systems
- Locate **Jerusalem, Mediterranean Sea, Red Sea, Sinai Desert and Egypt** on a map
- Discuss Moses and the Ten Commandments, and the Torah
- Identify the major **origins, beliefs, customs, traditions and contributions of Judaism**

#### Topic 3: Ancient India (2500B.C. ~ A.D.500)

##### Section I: Indus Valley Civilizations (2500B.C. ~ 1500B.C.)

- Describe the geography of South Asia and determine its affect on the development of Indian culture (i.e. mountains, water, subcontinent...factors contributing to isolation)
- Discuss the different climates and varied topography and its effect on the people...emphasize and define **monsoon**
- Locate the **Indus Valley** civilization (fertile river valley) on a map
- Discuss the major cities of **Harrappa and Mohenjo-Daro** and archaeological findings
- Hypothesize the causes of the demise of the Indus civilization

##### Section II: Aryan Civilization (1500B.C. ~ 500B.C.)

- Discuss Aryan migration and invasion of India by the nomadic warriors
- Explain and discuss the Aryan **caste system**
- Explain the **Vedas** and the introduction of **Hinduism** to India

##### Section III: Hinduism and Buddhism

- Identify the major **origins, beliefs, customs, traditions and contributions of Hinduism**
- Discuss unifying spirit, Brahman and Hindu gods; Brahma, Vishnu and Shiva
- Define and discuss **reincarnation** and its relationship to **Karma, Dharma** and the **caste system**
- Discuss the origins of **Buddhism** and founder **Siddhartha Gautama, the Buddha** in India around 500B.C.

- Identify the major **origins, beliefs, customs, traditions** and **contributions of Buddhism ( Four Noble Truths, the Eightfold Path, Enlightenment)**
- Compare the beliefs of Hinduism and Buddhism
- Describe the effects of **cultural diffusion**

#### **Section IV: Ancient Indian Dynasties**

- Explain why the **Mauryan Empire** was successful (bureaucracy, unity, Asoka)
- Describe the contributions and advances in art, literature and mathematics during the **Gupta Empire**

#### **Topic 4: Ancient China (1750B.C. ~ A.D.220)**

##### **Section I: Early Civilization in China**

- Locate the early civilization of **China** on a map
- Explain how geography greatly affects where a civilization develops
- Examine the location of China's rivers (east) and physical features (the **Himalayas**, the **Gobi** and the **Taklimakan Deserts**) that form barriers (west, north and south) that isolated China from other ancient civilizations
- Emphasize the **Huang He (Yellow) River** valley, fertile soil, earliest civilization
- Discuss the **Shang Dynasty**, describing its contributions, writing system, social structure, government and belief systems.

##### **Section II: The Zhou, Qin, and Han Dynasties**

- Describe and discuss the **dynastic system** and the **Mandate of Heaven**
- Discuss achievements and contributions of the Zhou, Qin and Han Dynasties
- Locate the **Great Wall of China** on a map, and discuss causes and outcomes of building the wall
- Locate the **Silk Road** on a map, and discuss importance to Chinese culture and the West, reinforce **cultural diffusion**

##### **Section III: Religions and Beliefs in Ancient China**

- Examine the teachings of **Confucius, the five relationships, filial piety, the Analects** and the influence on government and society
- Investigate **Daoist** beliefs, **Laozi** and the interaction of **yin** and **yang**

- Examine the beliefs of **Legalism** and its effect on government and society
- Compare and contrast the beliefs of **Confucianists, Daoists** and **Legalists**

#### **Section IV: Ancient Chinese Life and Culture**

- Define **agrarian economy**
- Discuss family and social structure
- Identify advances in technology, medicine, education and literature

### **Unit II: The Growth of Empires and Governments**

#### **Topic 5: Ancient Greece (2000B.C. ~ 146B.C.)**

##### **Section I: Early Civilizations of Greece**

- Discuss the lasting impact of Ancient Greek culture to Western civilization
- Locate Greece on a map, identify geographic characteristics (i.e. mountainous, islands, peninsula) and describe the influence on the growth and development of Ancient Greek civilization
- Investigate the Minoan and Mycenaean civilizations
- Discuss the Trojan War, Homer, “ The Iliad and Odyssey”, Greek mythology, and Greek religion

##### **Section II: Greek City-States Rise to Power**

- Discuss the development of **city-states**, emphasize the affects of geography
- Compare the early types of government in Greek city-states (**oligarchy, aristocracy, tyranny, democracy**)
- Compare and contrast the city-states of **Athens** and **Sparta**
- Explain how the Persian Wars affected Greek unity

##### **Section III: The Golden Age of Athens**

- Identify **Pericles** and the Age of Pericles (461B.C. ~ 429B.C.)
- Explore Greek architecture, art, literature and philosophers
- Define **Golden Age**
- Discuss causes and effects of the **Peloponnesian War**

#### **Section IV: Alexander Builds a Great Empire (336B.C. ~ 323B.C.)**

- Locate Alexander's Empire on a map
- Explain the affects of Alexander's conquests, spread of culture and assimilation
- Identify the main characteristics of **Hellenistic** civilization

#### **Topic 6: Ancient Rome (753B.C. ~ A.D. 476)**

##### **Section I: Early Rome and the Republic**

- Locate the Italian peninsula on a map, identify geographic and climatic features
- Explain how Rome's location helped the city to grow and prosper
- Describe the features of the Roman **republic**
- Discuss the society and culture in the Roman Republic
- Describe the effects of the **Punic Wars**

##### **Section II: From Republic to Empire**

- Discuss the contributions of Julius Caesar, The First Triumvirate, dictator for life
- Describe culture in the **Golden Age** of the Augustan era in Rome
- Compare Rome's five "Good" Emperors and evaluate their accomplishments

##### **Section III: The Empire Declines**

- Examine the **economic, social, military and political problems** in Rome (A.D. 180 ~ A.D. 235) that led to the decline of the Empire
- Discuss the **East/West split** of the Roman Empire under Diocletian and Constantine and the changes in government
- Explain the **reasons for the fall of the Western Roman Empire (A.D. 476)**

##### **Section IV: The Development of Christianity**

- Identify the major **origins, beliefs, customs and contributions** of **Christianity**
- Locate Judaea on a map
- Discuss Roman control over the area, the Jewish population and Pontius Pilate
- Discuss the life and teachings of **Jesus**

- Investigate the spread of Christianity (**cultural diffusion**) and persecution of Christians by the Romans for about 300 years
- Show the impact of Emperor Constantine's **Edict of Milan** (A.D. 313) (Religious toleration) and Emperor Theodosius I adoption of Christianity as the official Roman religion (A.D. 380)
- Explain how the Roman Catholic Church expanded

## **Topic 7: The Byzantine Empire, Russia, and Eastern Europe (A.D. 330 ~ A.D. 1598)**

### **Section I: The Byzantine Empire**

- Locate the **Byzantine Empire** on a map, and explain the growth of the empire
- Explain the east/west split of the Roman Empire and the fall of the western empire in A.D.476
- Discuss the contributions of Emperor Constantine and Justinian
- Evaluate the fall of the Byzantine Empire, cause and effect, and conquest by the Ottomans
- Describe the lasting influence of the Byzantine Empire on Europe and Asia

### **Section II: The Rise of Russia**

- Locate Russia on a map and identify geographic characteristics, landforms and climatic variations
- Analyze the **Byzantine influence** on Russia and the affect of trade on the development of Russia (**architecture, Orthodox religion, Cyrillic alphabet**)
- Identify the contributions of **Ivan the Great** and **Ivan the Terrible** (1<sup>st</sup> Czar of Russia)

### **Section III: The Growth of Eastern European Culture**

- Locate the **Balkan Peninsula** on a map and identify key geographic features
- Explore the **ethnic** groups (Slavs, Serbians, and Bulgarians) and the influence of Byzantine culture and religion on their civilizations
- Locate Poland and Hungary on a map; identify key geographic features and climate

- Discuss early forms of government and the effect of cultural diffusion on the development of their cultures

## **Topic 8: The Islamic World (A.D. 622 ~ A.D. 1629)**

### **Section I: The Rise and Spread of Islam**

- Locate the **Arabian Peninsula**, identify key geographic features and climate
- Identify the region of the **Middle East**, and key geographic features and climate
- Evaluate the effects of geography on culture
- Show the Middle East as a **crossroads of trade** between three continents...Europe, Africa and Asia (**cultural diffusion**)
- Identify the major **origins, beliefs, customs, traditions** and **contributions of Islam**
- Discuss the **foundations of Islam (A.D. 622)**, location, teachings of **Muhammad**, and the importance of the **Koran**
- Illustrate the **spread of Islam (cultural diffusion)** through the Mediterranean region
- Compare and contrast the ideological split between the **Sunni** and **Shiite** Muslims after the death of Muhammad
- Discuss the impact of the conquest by the **Seljuk Turks**

### **Section II: Islamic Achievements**

- Discuss how the influence of Islam effected the society and family life of lands ruled by the Islamic Empire
- Examine the key features, contributions and achievements of the **Golden Age of Islam**
- Discuss the Persian influence on the Islamic Empire

### **Section III: Islamic Rulers in India**

- Locate **India** on a map, identify its geographic features and climate
- Discuss the origins of the **Mughal Empire** and its effect on northern India
- Identify **Akbar the Great** and his contributions to government and culture
- Describe the origins of **Sikhism** and compare to Hinduism and Islam

#### **Section IV: The Ottoman and Safavid Empires**

- Locate **Asia Minor** and **Constantinople** on a map
- Discuss the decline of the **Seljuk Turks**
- Discuss how the **Ottomans** became leaders of the Islamic world in the Middle East and Europe
- Identify **Suleiman the Great** and his accomplishments
- Describe Ottoman culture, the golden age and the decline of the Ottoman Empire
- Discuss the rise of Shah Abbas I in Persia
- Explain the religious conflict between the **Sunni Muslims** (Ottomans) and the **Shiite Muslims** (Safavids)

#### **Unit III: Regional Civilizations**

##### **Topic 9: The Americas (2500B.C ~ A.D. 1500)**

#### **Section I: Early Civilizations of the Americas**

- Locate **North** and **South America** on a map
- Identify the **regions** of Central America, Latin America, and the Caribbean Islands
- Locate and identify the **variety of physical features** and **climate** in the regions
- Evaluate the **affect of geographic** and **climatic features** on the people of the region
- Explore early American civilizations: the **Olmecs** and **Zapotecs**, the **Maya**, and the **Aztecs**
- Describe the **common characteristics of the culture**, society, government, and religions of the early American civilizations
- Describe the way in which the **Aztec Empire** gained power

#### **Section II: Peru and the Incan Empire**

- Locate **Peru** on a map, identify the major geographic and climatic features
- Examine the **Inca** civilization, culture, religion, government, agriculture and social structure
- Discuss the accomplishments of the Incan civilization (ie. Roads, art, architecture, counting system)

### Section III: North American Groups

- Locate **North America** on a map, identify the major geographic and climatic features
- Discuss how varied climates and environments led to a variety of early American groups of people
- Identify the regions of North America and compare and contrast the early civilizations (agriculture, government, social structure, housing, etc.)

## Topic 10: Kingdoms and City-States in Africa (1050B.C. ~ A.D. 1500)

### Section I: Early Civilizations in Africa

- Locate the continent of **Africa** on a map and identify major geographic and climatic features
- Locate, describe and discuss the major geographic regions: **grasslands (savannas), deserts, and forests**
- Describe the effect of climate on Africa's early civilizations
- Discuss the rise and fall of the **Kush** civilization and the **Nok** peoples
- Discuss **cultural diffusion** with regards to the **Bantu Migration**
- Identify the religious and government structures of ancient Africa

### Section II: Major Kingdoms of West Africa

- Locate west Africa and identify the region the west African kingdoms inhabited
- Describe and discuss the wealthy trading empires of **Ghana, Mali,** and **Songhai** and the affects of location on their prosperity
- Discuss the importance of **salt** in African trade
- Identify and discuss the major accomplishments of **Mansa Musa**
- Evaluate the effect of **Islam** on early West African civilization

### Section III: Major Kingdoms of East Africa

- Locate the geographic regions of the early East African civilizations
- Discuss the effect of location, geography and climate on the wealth of the ancient kingdom of **Aksum**
- Explain why Aksum was a successful trade center
- Evaluate the affect of African trade on the **spread of cultural practices** between Africa and the European continent
- Describe, discuss and identify the early kingdoms of **Ethiopia, Swahilli** and **Zimbabwe**

- Discuss the adoption of **Christianity** (cultural diffusion ~ A.D. 380) and the spread throughout Aksum, Ethiopia and neighboring countries
- Discuss the expansion of Zimbabwe's trading

## **Topic 11: Dynasties and Kingdoms of East Asia (A.D. 500 ~ A.D. 1600)**

### **Section I: Great Chinese Dynasties**

- Explain why **Tang** emperors developed a program of land redistribution
- Identify how **Wu Zhou** was important to Chinese history
- Locate the **Grand Canal** on a map and evaluate its value to trade and transportation
- Explain what led to prosperity in **Tang** China
- Evaluate the **Dynastic System** and **Mandate of Heaven**, compare to **Divine Right**
- Discuss the contributions of the **Song Dynasty: Golden Age** for the Chinese economy, technology and arts
- Explain what affected the economic growth of Song China
- Investigate the culture and society under the Tang and Song Dynasties

### **Section II: The Mongol Empire and the Ming Dynasty**

- Locate and describe the **Great Wall** of China and its significance
- Locate and describe the **Silk Road** and its significance
- Identify **Genghis Khan, Kublai Khan** and the **Mongol** invasion of China
- Illustrate the expansion of the Chinese Empire under the **Mongol Empire (1227 ~ 1294)**
- Discuss the effect of geography on the expansion of the Mongol Empire
- Discuss how China benefited under Mongol rule
- Describe the artistic advancements of the **Ming Dynasty**

### **Section III: Korea and Southeast Asia**

- Locate **Korea** on a map and identify the major geographic and climatic features of the **peninsula**
- Explore early history and unification of Korea
- Discuss how the culture of Korea was affected by China
- Locate **Vietnam** on a map and identify the major geographic and climatic features

- Identify the region of **Southeast Asia**, discuss the similarities and differences of the countries of southeast Asia
- Explain the effect of Indian and Chinese culture on the cultures of southeast Asia

#### **Section IV: Japan: An Island Empire**

- Locate **Japan** on a map and identify the major geographic and climatic features
- Name the **four major islands** of Japan and define **archipelago**
- Define **tsunami** and explain the effects of weather on the islands of Japan
- Describe the effects of geography on early Japanese culture
- Assess the influence of culture that China and Korea contributed to Japan (cultural diffusion)
- Discuss the **major beliefs, origins and traditions of Shintoism**, define the importance of Shinto to Japanese culture
- Discuss selective borrowing (with respect to Japanese adoption of foreign culture)
- Investigate the **Heian Period** and describe Heian culture, society and government
- Explore the **Japanese Feudal system**, evaluate the **Confucian influence** and emphasis on **social order**
- Illustrate **feudal class structure** (hierarchy) of Japan under the **Kamakura** government in Japan and 150 years of peace

### **Topic 12: The Early Middle Ages (481 A.D. ~ 1100 A.D.)**

#### **Section I: Early European Kingdoms**

- Locate **Western Europe** on a map and identify the major geographic and climatic features, identify present-day countries
- Describe the land and the people of medieval Europe after the fall of Rome
- Discuss and define the synonymous terms of **Medieval Era (ie: Middle Ages, Dark Ages)**
- Describe how **Clovis** (481 A.D.) was able to unite the Franks and conquer Gaul...modern-day France (495 A.D.)

- Discuss Clovis' conversion to Christianity and beginning of dynastic rule
- Investigate the rise of **Charlemagne** (Charles the Great) and evaluate his accomplishments and major achievements
- Explain the advantages of Charlemagne's government in converting conquered lands into **Christianity (cultural diffusion)**
- Describe how **Charlemagne** was crowned the new **Roman Emperor** and discuss the cause and effect
- Identify **Pope Leo III**
- Explain the causes for the decline of Charlemagne's empire after his death

## Section II: Feudalism and the Manor System

- Locate **Scandinavia, England, Greenland** and **Iceland** on a map and identify the major geographic and climatic features
- Identify **William the Conqueror** and explain what led to William's invasion of England (the Battle of Hastings, 1066) and the **Norman Conquest**
- Illustrate the structure of **European Feudalism** and describe in what ways feudalism shaped society of the early Middle Ages
- Discuss and describe the economic systems of feudalism and **manorialism**
- Explain the advantages/disadvantages of the **manor system** on serfs; knights, women, nobles, etc.
- Explain why the land was important during the Middle Ages
- Compare the structure of European feudalism to feudalism in Japan (*not* due to cultural diffusion)

## Section III: The Church in Medieval Times

- Evaluate the importance of the **Roman Catholic Church** during the Middle Ages in Western Europe and the power of the **pope**
- Describe the **Gothic** style of architecture and art
- Explain how Jewish people were important to the economy of Europe during the Middle Ages

## Topic 13: The High Middle Ages (962 A.D. ~ 1492 A.D.)

### Section I: The Crusades Begin

- Locate **Jerusalem** and **Constantinople** on a map and identify major geographic and climatic features

- Determine why Jerusalem was an important **Holy City** to Jews, Muslims and Christians
- Examine the causes and effects of the **Crusades** (changes, cultural diffusion)
- Discuss the impact of the Crusades on Asia, Byzantium and Europe
- Discuss the **schism** in the Catholic Church and the impact of the separation
- Identify **Pope Gregory VII** and **Pope Urban II**

## **Section II: Growth of Trade and Towns**

- Locate **Italy** on a map and identify the major geographic and climatic features
- Locate **Medieval European Trade** routes, 1000 – 1300
- Discuss the effect of agricultural improvements on the revival of trade in Europe
- Describe the causes and effects of the growth of towns (economic systems, change, **urbanization**)
- Discuss the rise of a merchant and middle class and the effect on trade in Europe
- Examine the relationship between a rise of **capitalism** and the decline of feudalism
- Explain how **capitalism** changed the way people worked
- Describe the social, economic, and political effects of the **Plague** (1347 – 1352) on the populations of Europe, Asia and Africa
- Identify Medieval writers: **Dante Alighieri**, *The Divine Comedy* and **Geoffrey Chaucer**, *The Canterbury Tales*

## **Section III: Organized Kingdoms Develop**

- Describe the factors leading to development of kingdoms and **monarchies**
- Identify **King Henry II**, **King John** and **Eleanor of Aquitaine** and describe the effect they had on the development of government and social structure
- Discuss the origins of and the changes in government due to the creation of English **common law**, the **Magna Carta**, and **Parliament**
- Describe the cause and events of the **Hundred Years' War** on England and France and describe the role of **Joan of Arc** during the war
- Locate and identify the region claimed by the **Holy Roman Empire** in the 1200's

- Discuss the cause and effect of the **Spanish Reconquista** and the **Spanish Inquisition** (Christians reclaim Spain from control by the Muslims, religious intolerance)

#### **Section IV: The Roman Catholic Church and the Great Schism**

- Evaluate the causes of the **Great Schism** in 1377
- Discuss the effect of the Schism on the power and organization of the Roman Catholic Church

### **Unit IV: Resurgence of Europe/Global Interactions (1330 ~ 1750)**

#### **Topic 14: The Renaissance and the Reformation (1300 ~ 1650)**

##### **Section I: The Renaissance Begins**

- Locate the city-state of **Renaissance Italy** (1500) on a political map and describe the effect of location on trade
- Discuss the Renaissance as a **Golden Age** and illustrate culture, art, writing, architecture and philosophical rebirth of Greek and Roman culture and learning
- Define **humanism** and explain the **shift in world view** from other-worldly to secular
- Compare and contrast Medieval art and Renaissance art
- Identify and investigate the works of **Machiavelli, Da Vinci, Michelangelo, Raphael, Brunelleschi**, etc.

##### **Section II: The Renaissance Spreads**

- Analyze different maps of Europe during the Renaissance time period
- Recognize the significance of **Gutenberg's** invention of movable type for the printing press and its' effect on the spread of Renaissance ideas (change, spread of information)
- Examine the spread of the Renaissance into northern Europe and the relevance of trade and travel
- Identify and investigate the works of **Erasmus, Mongaigne, Cervantes, Duret, More, Shakespeare**, etc.

##### **Section III: The Reformation**

- Explore the causes of the Reformation: religious, political, and social; the spread of knowledge and **Martin Luther's 95 Theses**

- Discuss the problems and corruption in the Catholic Church as perceived by **Martin Luther and John Calvin**
- Discuss the differences between **Lutheranism** and **Calvinism**
- Restate the importance of the Gutenberg printing press and the Gutenberg Bible and language translations to the spread of ideas and knowledge
- Discuss **Henry VIII** of England and the origins of the **Church of England**
- Examine the cause and events leading to the **Counter-Reformation (Council of Trent, Ignatius of Loyola)**

## **Topic 15: Exploration and Trade/Global Interaction (1200 ~ 1700)**

### **Section I: Europe Looks Onward**

- Locate and identify the **major trading centers**: Canton, Cairo and Venice and discuss the importance of location to trade routes
- Discuss the travels of **Niccolo** and **Maffeo Polo** to **Kublai Khan's** court in China and describe the effects of **Marco Polo's** book on European trade and exploration
- Investigate the new technologies and tools invented to aid travel and navigation
- Explain the work of **missionaries** to the spread of Christianity in the East

### **Section II: Portugal, Leaders in Exploration**

- Locate **Portugal** on a map and identify the major geographical and climatic feature
- Summarize what **Henry the Navigator** of Portugal did to help the search for a sea route around Africa to Asia (1415 ~ 1455)
- Discuss the growth of the slave trade as a valuable commodity
- Identify and investigate the explorations of **Bartolomeu Dias, Vasco da Gama, and Diogo Cao**
- Discuss competition between Spain and Portugal for trade in the East; discuss the **Treaty of Tordesillas**
- Identify the role played by merchants and bankers in the development of **capitalism**

### **Section III: China, Japan and Foreign Trade**

- Discuss the end of **Mongol** rule in China (1398) and birth of the **Ming Dynasty**
- Investigate the accomplishments of the Ming (300 yrs of rule) in science and engineering
- Explain how contact between Japan and Portugal changed fighting in Japan
- Discuss and describe **Tokugawa Shogunate's** rule in Japan
- Explain the causes of Japanese isolationist policies under Tokugawa rule

## **Topic 16: European Expansion Overseas (1492 ~ 1780)**

### **Section I: Conquest and Colonization in the Americas**

- Discuss the voyages of **Columbus**, his purpose and the outcome
- Evaluate in what ways the 1492 was a **turning point** in Global History
- Identify the positive and negative effects of European contact with the indigenous people of the Americas
- Identify and describe the travels of **Portuguese** and **Spanish** explorers of the late 15<sup>th</sup> century and early 16<sup>th</sup> century: **Pedro Cabral, Amerigo Vespucci, Vasco Nunez de Balboa, Ferdinand Magellan**
- Discuss and define **mercantilism** and **favorable balance of trade**

### **Section II: Spanish and Portuguese Colonies**

- Locate **Mexico** on a map and identify major geographic and climatic features
- Identify and discuss the invasion of the Aztec Empire by Spanish conquistador; **Hernan Cortes** (1519)
- Identify **Moctezuma** and analyze the outcome of his contact with Cortes
- Locate **Peru** on a map and identify major geographic and climatic features
- Identify **Francisco Pizarro** and **Incan Emperor Atahualpa** and discuss the 1531 conflict between Pizarro and the Incan Empire
- Analyze the reasons for the demise of the Aztec and Incan civilizations (disease, technology, weapons, etc.)
- Discuss and describe the **encomienda system** of government established by Spain

- Discuss the effects of the encomienda system and the introduction of African slaves into the Americas
- Define and describe the impact of **The Columbian Exchange ( the Great Encounter)** and discuss and evaluate the results of **cultural diffusion** between Europe and the Americas
- Explain the role of **Christian missionaries** in the new American colonies
- Describe the effects of Spain's influence on government, language, religion, culture, art and architecture of Latin America
- Discuss competition between Spain and Portugal and the division of South America by the **Treaty of Tordesillas**

### **Section III: Dutch, French and English Colonies**

- List and discuss the reasons for European colonization in the Americas
- Compare and contrast the way of life, government, religious tolerance and interaction with natives in the Dutch, French and English colonies in North America
- Identify and list the accomplishments of **Henry Hudson, Verrazano, Cartier, Champlain, La Salle, and Cabot**
  
- Define, explain and discuss the **Commercial Revolution (change from the barter system to a money based economy)** and the growth of **capitalism**

### **Section IV: Africa and the Atlantic Slave Trade**

- Locate the continents of Africa, North America, South America and the Caribbean Islands on a map
- Discuss the origins of slavery throughout the world, compare to slavery in Africa and slavery in the Americas
- Explain the profitability of the **Atlantic Slave Trade**
- Identify and locate on a map the **Triangular Trade Routes** and the **Middle Passage**
- Evaluate the **impact of slavery** on African cultures and European colonies in the Americas

### **Topic 17: European Monarchies (1526 ~1796)**

### **Section I: Spain and the Holy Roman Empire**

- Locate the geographic area in western and central Europe controlled by the **Holy Roman Empire** on a map
- Discuss the role of the **Hapsburg Dynasty** and **Charles I** in consolidating the empire
- Discuss the historical significance of England's defeat of the **Spanish Armada** in 1588

### **Section II: France**

- Discuss the conflict between the French Protestants (**Huguenots**) and the Roman Catholics in late 1500 in France and the results of the **Edict of Nantes** in 1598
- Identify **Louis XIV** and describe his political and cultural influences on Europe
- Evaluate his title as **The Sun King** and his power as **Divine Right, absolute monarch**

### **Section III: Russia and Prussia**

- Describe the causes and effects of the **Thirty Years' War**
- Discuss the rise of Prussia as a European power and the contributions of **Frederick the Great (enlightened despot)**
- Evaluate the economic importance of a **warm-water port** for a growing Russia in the 1700s
- Identify and list the achievements and goals of **Peter the Great** and **Catherine the Great** and their roles in **Westernization** and expansion of Russia

### **Section IV: England**

- Explain the causes and results of the **English Civil War**
- Discuss the outcome of the **Glorious Revolution** in England and describe the significance of the **English Bill of Rights**
- Identify and discuss **John Locke** and *Two Treatises of Government*

\* Students should be given a final exam based on Units I-IV including, but not limited to, essays, DBQs, and multiple choice questions.

## **Social Studies Websites**

### **Social Studies for Kids**

Need to make a timeline, find out about holidays in another country, or read a brief biography of a U.S. president? Links and information on everything from current events to ancient archaeology and other homework topics are available at this site. The author “is an education professional with a lifelong passion for social studies.

**URL: <http://www.socialstudiesforkids.com/>**

### **Arctic Studies Center**

“The Arctic Studies Center specifically studies people of the north, exploring history, archaeology, social change and human life across the circumpolar world.” Site features online exhibitions, ongoing research, various publications, a glossary, resources for teachers, and related links. From the National Museum of the American Indian, Smithsonian Institution.

**URL: <http://www.mnh.si.edu/arctic/>**

### **Kids Info (Student Index)**

Designed to provide students with links to homework help resources, this directory is organized into twelve subject areas: American history, art, computers, current events and newspapers, foreign languages, geography and social studies, health, English language skills, mathematics, music, science, and world history. Also includes reference resources: almanacs, atlases, calendars, career information, dictionaries, encyclopedias, library and ask-an-expert sites, museums, quotations, and study skills. Other sections include search engines for children and fun sites (comics, hobbies, games, etc.).

**URL: <http://www.kidsinfo.com/SchoolSubjects.html>**

### **Picturing Modern America 1880-1920: Historical Thinking Exercises for Middle and High School Students**

This site offers interactive activities aimed at deepening “students’ understanding of common topics in the study of modern America 1880-1920” and building “students’ skills in analyzing primary sources, especially visual sources.” Critical thinking exercises cover topics such as women’s history, child labor, prairie life, industrialization, and social customs. From Educational Development Center for Children and Technology.

**URL: <http://www.edc.org/CCT/PMA/>**

### **Historic Maps in K-12 Classrooms**

This site features thematic sets of historical maps “accompanied by lessons designed to support a variety of social studies, history, and geography curricula.” Themes include exploration, migration, environmental history, transportation, political and military history, and American communities. Also provides a glossary. From the Hermon Dunlap Smith Center for the History of Cartography at the Newberry Library.

**URL: [http:// www3.newberry.org/k12maps/](http://www3.newberry.org/k12maps/)**

### **Teaching with Historic Places**

This site contains lesson plans that use “properties listed in the National Park Service’s National Register of Historic Places to enliven history, social studies, geography, civics, and other subjects.” Browse by location, theme, time period, or by U.S. National Standards for History for grades 5 to 12. Features contain thematically grouped lessons. Also included are guidelines for creating individualized lesson plans.

**URL: <http://www.cr.nps.gov/nr/twhp/>**

### **Women and the Holocaust: A Holocaust Education Resource for Teachers**

This collection of curriculum resources covers topics related to women and the Holocaust, such as women’s survival in concentration camps, women artists in the Warsaw Ghetto, and resistance activities of women in camps. Resources are for middle and high school classrooms, covering history, social studies, literature, and art history subjects. Many of the topic areas include bibliographies. From the New Jersey Council for the Humanities.

**URL: <http://www.njch.org/holocaust/>**

### **Historical Graphics Gallery**

“Exhibits of political cartoons, photographs, and wartime posters and advertising.” The exhibits change; subjects have included the struggle against King Leopold’s rule of the Congo Free State, the Spanish-American and Philippine-American Wars, Mark Twain, and other people and events of the 1800s and early 1900s. The author is “an American Studies scholar whose specialties include Mark Twain, U.S. social and political history, and educational uses of the Internet.”

**URL: <http://www.boondocksnet gallery>**

### **PBS Teachers**

Thousands of “high-quality” pre K-12 educational resources. Here you’ll find classroom materials suitable for a wide range of subjects and grade level. We provide thousands of lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards.”

**URL: <http://www.pbs.org/teachers/>**

### **The Cultures and History of America: The Jay I. Kislak Collection at the Library of Congress**

This is “an exhibition featuring fifty highlights from the rare books, maps, documents, paintings, prints, and artifacts that make up the Jay I. Kislak Collection at the Library of Congress. The exhibition focuses on the early Americans, and the Caribbean through the period of European contact, exploration, and settlement.” The site includes an online exhibition and a bibliography.

**URL: <http://www.loc.gov/exhibits/kislak/kislak-home.html>**

### **1492: An Ongoing Voyage**

This online exhibit focuses on “those people who were in this hemisphere before 1492 and on those from Europe and Africa who arrived in the 16<sup>th</sup> and early 17<sup>th</sup> centuries.” The information is brief, but includes maps, art, an article on Christopher Columbus, and facsimiles of different manuscripts. From the Library of Congress.

**URL: <http://loc.exhibit.1492>**

### **Vanished World, Enduring People**

This online exhibit highlights items from Cornell University Library’s “extensive holdings of materials on American Indians.” Features photos and illustrations, images of treaties and documents, and other material highlighting people, places, tribes and related topics. Topics include Maya ruins, Spanish exploration, and European encroachment and Native resistance. From the Division of Rare & Manuscript Collections, Cornell University Library.

**URL: <http://nac.library.cornell.edu/exhibition/introduction/>**

### **Conquistadors**

This site, illustrated with period maps, drawings, letters, etc., follows the paths of conquistadors Hernan Cortes in Aztec Mexico, Francisco Pizarro in the Incan Empire, Cabeza de Vaca in Texas, and Francisco de Orellana on the Amazon River. Sidebar icons tell of the motivations and effects of conquest. Inspired by a PBS series narrated by filmmaker Michael Wood.

**URL: <http://www.pbs.org/conquistadors/>**

### **Outline of U.S. History**

Outline of U.S. History is a publication of the U.S. Department of State.

**URL: <http://usinfo.state.gov/products/pubs/historyotln/index.htm>**

**PDF: URL: <http://usinfo.state.gov/products/pubs/histryotln.pdf>**

### **The History Channel**

Here you can find historical information and learning activities for all ages. Some features are the classroom historical calendar, exhibits, quizzes, and more.

**URL: <http://www.historychannel.com/>**

### **EyeWitness to History**

“Your ringside seat to history – from the Ancient World to the present. History through the eyes of those who lived it.” This website highlights excerpts from primary source material, articles, and photographs about important people and events throughout history.

**URL: <http://www.eyewitnesstohistory.com/index.html>**

### **Their Stamp on History**

“Their Stamp on History is an educational site exploring the lives of important historical people through their pictures on postage stamps. It’s meant to be used as a resource for stamp collectors, students, teachers, parents, and anyone interested in the lives of unique people. The site is designed to be easily usable for reference, but also easy to surf randomly through, picking out the bits and pieces that you find most interesting.” Each entry includes a picture of the postage stamp, along with its face value, a description of its text, and its current value. Links to information about that person and, sometimes, full biographies are also included. Stamps are indexed by name and by occupational category.

**URL: <http://www.stamponhistory.com/>**

### **World History**

E-texts and Maps on Antiquity, The Middle Ages, and the 20<sup>th</sup> Century.

**URL: <http://www.fsmitha.com/>**

### **Costume History**

This incredibly rich site offers descriptions and pictures of how humans have clothed themselves from Ancient Greece to the present. Although the focus is on Europe and the U.S., there are also significant data on the ancient Near East. Many of the primary links offer primarily text, but pictures also abound after a bit of digging. There are also instructions on how to make some of the garments described.

**URL: <http://www.costumes.org/history/100pages/costhistpage.htm>**

### **History Matters**

“Designed for high school and college teachers of U.S. History survey courses, this site serves as a gateway to Web resources and offers unique teaching materials, first-person primary documents and threaded discussions on teaching U.S. history. We emphasize materials that focus on the lives of ordinary Americans and actively involve students in analyzing and interpreting evidence. Currently, most materials cover the period 1876 to 1946.”

**URL: <http://historymatters.gmu.edu/>**

### **African American History**

This site on African-American history contains the text of significant speeches. There’s also biographical information about famous African-Americans.

**URL: <http://afgen.com/history.html>**

### **History and Politics out Loud**

This is “a collection of invaluable audio materials some available for the first time on this website capturing significant political and historical events and personalities of the twentieth century. The material ranges from formal addresses delivered in public settings to private telephone conversations conducted from the innermost recesses of the White House.” Contains audio from: Johnson, Nixon, the 3 Kennedys, Clinton, Khrushchev and FDR, among others.

**URL: <http://www.hpol.org/>**

### **Celebrating Women's History**

“Celebrate the lives and achievements of women who have played a significant role in literature, culture, politics, music, art, and more.” Includes biographies of more than 80 women, a women's history timeline, a quiz, and other activities.

**URL: <http://gale.free.resources.who.index.htm>**

### **The National Women's History Project**

“The National Women's History Project is a non-profit corporation, founded in Sonoma County, California in 1980. We are self-supporting through funds raised from the sale of materials, consulting services, and donations from our national constituency.”

NWHP services include maintaining the clearinghouse for U.S. women's history, producing videos, posters, guides, and supplies for schools and workplaces. This site includes a catalog of women's history materials, info on National Women's History Month and links to related sites.

**URL: <http://www.nwhp.org/>**

### **Primary Documents in American History**

This site offers a list of some of the most important documents in American history from 1763 to 1877. Each document has a page with background information, links to digital material associated with the documents, and bibliographies for both adult and young readers.

**URL: <http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html>**

### **First World War.com: A Multimedia History of World War One**

Includes many original articles and online exhibits relating to World War I from many perspectives, including military, political, and social history. Includes “The Causes of World War I”, a timeline, “The Battles”, memoirs, prose and poetry, and more.

**URL: <http://www.firstworldwar.com>**

### **U.S. National Archives and Records Administration**

Information from the NARA about archival management and preservation of historical records.

**URL: <http://www.archives.gov/>**

### **The Think Quest Library**

This website provides innovative learning resources for students of all ages. The Library is created by students from around the world.

URL: <http://library.thinkquest.org/>

### **Ben's Guide to U.S. Government for Kids**

Teaches kids from kindergarten through 12<sup>th</sup> grade about the Federal Government.

URL: <http://bensguide.gpo.gov/>

### **PBS**

Resources, lessons, stream videos, program listings, links, and more...

URL: <http://www.pbs.org/>

### **Regents Prep**

Excellent resource for exam prep and review, 9<sup>th</sup> through 11<sup>th</sup> grade. Practice exams, interactive questions, games, notes, etc.

URL: <http://regentsprep.org/>

### **It's No Laughing Matter-Analyzing Political Cartoons**

It's No Laughing Matter provides cartoon analysis activities for teachers and students, with analysis guides and other resources.

URL: <http://memory.loc.gov/learn/features/politicalcartoon/>

### **Asia for Educators**

Asia for Educators provides a wealth of classroom materials and faculty guides. Key points and central themes are explored. Lesson plans, D.B.Q.s, multimedia units, timelines, maps, primary resources, cartoons and more...

URL: <http://afe.easia.columbia.edu/>

### **ConstitutionFacts.com**

Learn about the U.S. Constitution, Bill of Rights, etc. All documents in their entire text with details about other facets of American government.

URL: <http://www.constitutionfacts.com>

### **Daily Lesson Plan**

This New York Times website contains an archive of lesson plans across all subject areas. Teachers and students connect to news summaries, Daily News Quizzes, Test Prep questions and more.

URL: <http://www.nytimes.com/learning/teachers/lessons/>

### **National Council for the Social Studies**

An information resource for social studies teachers

**URL: <http://www.socialstudies.org/>**

### **Time for Kids and Teachers**

Time Magazine Website. Lesson plans, educational games, puzzles, homework help, and more.

**URL: <http://www.timeforkids.com/>**

### **DiscoverSchool.com!**

This website offers educational resources for students and teachers. It includes educational games, a dictionary of homework help sites, lesson plans, and a free clipart gallery. Popular activities include: Brain Boosters, Puzzle Maker, Study Starters, etc.

**URL: <http://school.discovery.com/>**

### **The History Place**

“About us—Established on July 4, 1996, The History Place is one of the most popular educational sites on the Internet. The History Place is a private, independent, Internet-only publication and is not affiliated with any political group or organization. We present a fact-based, common sense approach in the presentation of the history of humanity, prepared by knowledgeable writers and historians. The History Place includes important topics including American History, Nazi Germany and the Holocaust, and World History.”

**URL: <http://historyplace.com/>**

### **The History Box: Your Bookmark to the Past**

This website relates to New York State and United States History, but focuses especially on the history of New York City. Designed for genealogists, historians and history enthusiasts, it offers a vast array of historical articles and other helpful links for historical and genealogical searching. The focused area of interest is New York City’s early history reflecting on events, issues, panics, riots and other related matters affecting or contributing to the New York State and United States history.

**URL: <http://www.thehistorybox.com/>**

### **HyperHistory Online**

View 3000 years of history using interactive timelines for science, religion, the arts, and politics. Click to find biographies, maps, and links. Timelines for famous women and global warming are also included.

**URL: [http://www.hyperhistory.com/online n2/History n2/a.html](http://www.hyperhistory.com/online%20History%20/a.html)**

### **American Currency Exhibit**

“Money hasn’t always looked like it does today. Explore the Federal Reserve Bank of San Francisco’s American Currency Exhibit online and watch history come alive as you step back in time to our nation’s beginning. Learn how our country’s rich history is closely tied with our currency. Discover the role the Federal Reserve has—played—and continues to play in that history. Select Tour Showcase of Bills to examine highlights from the collection. Select Tour Exhibits by Era to navigate through historical eras, beginning with the Colonial struggle for independence. Your mode of transportation through history ranges from the Colonial horse to the global economy’s jet airplane. As you follow the transportation revolution and the evolution of American currency, you’ll learn how these events not only reflect our history, but help shape it.”

**URL: <http://www.frbsf.org/currency/index.html>**

### **HistoryWorld**

“An ever expanding history resource helping to make history make sense. Everybody’s articles and images can be set in a world, national, and local context.

**URL: <http://www.historyworld.net/>**

### **The Great Chicago Fire and the Web of Memory**

“The Great Chicago Fire and the Web of Memory [is] and online exhibition...to mark the anniversary of one of the most famous events in American history, as well as the most formative events in the history of Chicago.” In the two main areas, “each chapter consists of three integrated sections: thematic Galleries filled with electronic images of a great range of artifacts, a Library of relevant texts, and an Essay that provides a context for both Galleries and the Library.” This moving and intelligent account is a wonderful resource for anyone interested in the Fire or its effect on Chicago.

**URL: <http://www.chicagohs.org/fire/index.html>**

### **National First Ladies Library**

“As the first and only facility of its kind, the National First Ladies’ Library will serve as a unique, national resource for patrons from school children to scholars. As a national archive devoted to educating people about the contributions of First Ladies and other important women in history, the Library’s holdings will fill an informational void that has long frustrated academicians and armchair history buffs alike.” A great resource for discovering print materials by and about the First Ladies of the United States. Click on “National First Ladies’ Library Biography” for biographies of resources on each individual First Lady, and the First Ladies in general.

**URL: <http://www.firstladies.org/>**

### **The Mayflower Web Page**

“The complete Internet site for Mayflower history and genealogy.” Includes passenger lists, documents and other writings, genealogical information, and a FAQ.

**URL: <http://www.mayflowerhistory.com/>**

### **The U.S. Economy at War**

This site takes a look at U.S. history from the period of 1941- 1980 and examines the socio/political climate and the subsequent effects on the U.S. economy.

**URL: <http://www.learnhistory.org.uk/usa/economyww2.htm>**

### **The Library of Congress**

Lessons and information for teachers and students, D.B.Q.s, links and resources.

**URL: <http://www.loc.gov/index.html>**

