# Scope and Sequence in the Garden: Social Studies

## Kindergarten: Self and Others

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## Essential Questions:

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<tr>
<td>Unit 1:学校 and School Community: Citizens Understanding Civic Ideals and Practices (September - October)</td>
<td>K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. (Standard 5) The School and Classroom Community: Classrooms are organized for student learning. Teachers are important to classrooms. Schools are special purpose buildings. A school community helps children learn. Many people work in schools and have different jobs and responsibilities. A school community helps in many ways (health, etc.). Students help each other in many ways. A school is made up of diverse people and students. Members of a classroom deserve to be heard and deserve respect. School communities have missions, special songs, mottos. Rights and Responsibilities: K.4a, K.4b. Citizens are members of communities. Citizens have rights and responsibilities. Children have basic rights (as members of a family, school, community, nation, and world). Children have classroom responsibilities. Considerate classmates are good citizens. Children have responsibilities at school and at home. People can be citizens of the school, neighborhood, and the United States.</td>
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<td>Unit 2: Self and Others: Individual Development and Cultural Identity (November – December)</td>
<td>K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. (Standards 1, 5) Identity and Diversity: K.1a, K.1b. People have physical characteristics: height, eye and hair color, age, race/ethnicity, gender, etc. People change over time. Individuals have likes, dislikes, talents and skills. Personal experiences help us connect to others (activities, traditions, celebrations, etc.). Personal experiences are shared by family members and friends. Self as Learner: Learning is important. People learn in different ways. People learn from families. Teachers help students learn. People have various talents and abilities. People change and grow as learners. K.2 Children, families, and communities exhibit cultural similarities and differences. (Standards 1, 2) Developing Identity: K.2a, K.2b, K.2c. People share common characteristics. People exhibit differences. People are unique and diverse.</td>
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<td>Unit 3: Geography, People and the Environment (January - March)</td>
<td>K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions. (Standards 1, 3, 4, 5) Geography: K.6a, K.6b, K.6c. Places in the classroom can be located using directions. Places in the school and neighborhood can be located using directions. A globe represents the Earth. Maps can be used to represent places. Places and regions can be located on a map or globe. Schools are located in neighborhoods. Schools, communities, or neighborhoods can be represented and located on a map. New York City is made up of five boroughs. New York State is part of the United States. The United States is made up of many different states. The United States can be located on a map. (states, land and water masses).</td>
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<td>Unit 4: Families, Change, and Time (April - June)</td>
<td>The Family Structure: K.2a, K.2b, K.2c, K.3b. Families are important. Families are made up of members. Families can have a variety of structures (immediate and extended family). Families are diverse. Family members may or may not live together. Families work together to solve problems. Families have diverse cultures and customs. Families share customs, beliefs, and values. Families celebrate in different ways. Families celebrate important days together (birthdays, Mother’s Day, etc.). K.9 People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. (Standard 4) Family Economic Needs and Wants: K.9a, K.9b, K.9c. Family members have different jobs and responsibilities. Family members care for and help each other. Families have basic needs and wants (safety, economic decisions, etc.). Family members rely on each other. Family members make choices to meet their needs and wants. Families plan for the future (schooling, finances, etc.). K.8 The past, present</td>
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K.5 Rules affect children and adults, and people make and change rules for many reasons. (Standard 5) Rules and Laws K.5a, K.5b, K.5c
- Schools and classrooms have rules for all to follow
- Rules are important
- Rules and routines keep people safe and healthy
- Children can help to create classroom rules
- U.S. residents have rules and laws

People share ethnicity, culture and religion (Haitian-American, Jewish, African-American, etc.)
- People speak a native language (English, Korean, Arabic, Spanish, etc.)
- K.3 Symbols and traditions help develop a shared culture and identity within the United States. (Standard 1) Citizenship and Shared Culture K.3a, K.3b
- The United States is comprised of diverse cultural groups
- Cultural groups share traditions, beliefs, religions, and holidays
- Important symbols of the U.S. (flag, Liberty Bell, bald eagle, etc.)
- U.S. residents recite the Pledge of Allegiance
- The U.S. flag has parts (stars and stripes)
- Americans share patriotic songs (“The Star Spangled Banner,” “This Land is Your Land,” “America the Beautiful”) Communities/orGANizations identify/ elect leaders
- The president is the leader of the U.S.
- Washington D.C. is the capital of the U.S.
- U.S. residents celebrate national holidays (Independence Day, Labor Day, Memorial Day, Thanksgiving, etc.)

Schools, neighborhoods, cities are part of the United States
- Features of Communities K.6b, K.6c
- Communities have unique features and special purpose buildings (homes, schools, businesses, places of worship, libraries, parks, leaders, police/fire station, museums, hospitals)
- Communities have rules and routines (garbage collection, street signs, crossing the street)
- Communities have history
- Communities change over time
- Communities have landmarks, monuments, and architecture
- Communities have forms of transportation
- Communities have local organizations
- People and Neighborhoods K.6
- A neighborhood is made up of many different families
- Neighborhoods reflect the languages and traditions of the people who live there
- Residents are people who live in neighborhoods
- Residents pay for goods and services
- People work in neighborhoods and have different jobs and responsibilities (police, store owners, sanitation workers, firefighters)
- People in neighborhoods rely on each other for goods, services, and assistance
- People deserve respect and understanding
- A neighborhood/community is part of a borough
- K.7 People and communities are affected by and adapt to their physical environment. (Standard 3) Physical environment affects the way people live
- Physical features of a community can be changed by climate, weather
- People can change their environment

and future describe points in time and help us examine and understand events. (Standards 1, 2) Family History K.8a, K.8b
- All families have a history or past
- Families recount events using sequence words (first, yesterday, last year, etc.)
- Families change over time
- Family history can be shared (names, family trees, letters, old photographs, etc.)
- Family histories can be recorded
- Families have a cultural heritage
- Family histories may have started in other states/countries
- Family stories are passed down from one generation to another
- Families share folktales, legends, oral histories, and music
- Families have traditional foods/recipes that reflect their culture
- Families share traditions

GARDEN LESSON PLAN or IDEA
- Agriculture & Me
- Source Search - game demonstrating how ag provides nearly all everyday products
- A Day Without Agriculture - explore wants vs. needs and ag products used in daily life
- Let’s Go Shopping! - explore needs vs. wants, goods vs. services, and producers vs. consumers
### Unit 1: FAMILIES AND COMMUNITIES ARE IMPORTANT (September - October)

**ESSENTIAL QUESTIONS:**

1. **Unit 1: Why are families important and how do they influence who we are?**
2. **Unit 2: How do families grow and change over time?**
3. **Unit 3: What is a community?**
4. **Unit 4: How do jobs and money affect communities?**

#### 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

- **Families are both similar and different.**
- **Families have different structures.**
- **Families are influenced by language(s) spoken at home.**
- **Families celebrate in many ways.**
- **Families live in different kinds of communities.**

#### 1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

- **Families have a past and change over time.**
- **Families have rules and routines.**
- **Families have shared work and leisure time.**
- **Families have cultural similarities and differences.**

#### Family Traditions 1.1b

**Traditions are an important part of a family's culture.**

- **Families pass on knowledge, customs, languages, traditions.**
- **Families influence the language(s) spoken at home.**
- **Families celebrate in many ways.**
- **Families live in different kinds of communities.**

#### 1.3 A citizen is a member of a community or group.

- **Citizens are members of their own community.**
- **Citizens protect and respect their own communities.**
- **Community workers (police, teachers, etc.) respect the rights of citizens.**
- **Citizens are members of the larger world community.**

#### 1.4 People create governments in order to create peace and establish order.

- **Laws are created to protect the rights and definitions of individuals and groups.**

#### 1.5 The location and place of physical features

- **Families and communities work to earn money to provide for their needs and wants.**
- **Community workers (teachers, truck drivers, doctors, government leaders, etc.) make goods or provide services for others.**
- **Citizens use goods and services to meet their needs.**
- **People purchase goods in communities.**
- **People in the community have different jobs.**
- **Community workers are diverse and work with one another.**
- **People in the community help their neighbors in emergencies.**
- **Community workers make new needs and resources, jobs.**
about and celebrating community, state and American history, events, places, people and culture

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<thead>
<tr>
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<th>Interpreted using symbols and geographic vocabulary. (Standard 3)</th>
<th>Maps and Map Skills 1.5a, 1.5b, 1.5c</th>
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<tr>
<td>1.5 People and communities depend on and modify their physical environments in order to meet basic needs. (Standard 3)</td>
<td>Communities Meet People's Needs 1.6a, 1.6b, 1.6c</td>
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<td>There are natural and man-made resources in communities</td>
<td>People and communities have basic needs to survive</td>
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<td>People rely on natural resources to meet basic needs (water, food, air)</td>
<td>Natural resources are found in the physical environment</td>
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<td>Communities are influenced by geography</td>
<td>Some communities have more natural resources than others</td>
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<td>Communities modify the environment to meet basic needs</td>
<td>Communities create man-made resources to meet needs and wants (dams, bridges, parks, dwellings)</td>
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<td>People's actions can affect the environment in negative or positive ways</td>
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**GARDEN LESSON PLAN or IDEA**

- "Food in our Neighborhood" and "The Curious Garden"
- Let's Go Shopping! - explore needs vs. wants, goods vs. services, and producers vs. consumers
- Source Search - game demonstrating how ag provides nearly all everyday products
- **A Day Without Agriculture** - explore wants vs. needs and ag products used in daily life
- Agriculture & Me
- My Farm Web - role of ag in daily life & how most necessities of life can be traced back to the farm
- **Source Search** - game demonstrating how ag provides nearly all everyday products
### Unit 1: OUR COMMUNITY'S GEOGRAPHY (September - October)

2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves. (Standard 3)

**Geographic Features 2.5a, 2.5d**
- Maps and globes have special features (symbols, map legends)
- Maps provide information and have special purposes
- There are many different kinds of maps
- People who make maps use special tools
- Locations can be described using cardinal directions (north, south, east, west)

**Geographic features**
- Mountains, hills
- Bodies of water: lakes, rivers, streams

**Geographic characteristics**
- Major physical features
- Landforms
- Bodies of water

**Influence of physical features on the development of different communities 2.5b**
- Communities use human and natural resources in different ways
- Geographic features influence how and where communities develop
- Physical features and natural resources may affect how people provide for their needs

**Humans modify their environments 2.5c**
- People adapt and make changes to the environment in positive and negative ways (housing, transportation systems, schools, marketplaces, and recreation areas)
- Environmental factors influence the lifestyles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)

**Geography of New York City**
- New York City has many geographical features (canals, rivers, hills)
- New York City residents are influenced by geography (travel, jobs, architecture, etc.)

**New York City**
- A community has a unique landscape made up of many islands, large and small.
inhabited and uninhabited ■ Waterways are important to New York City ■ New York City has a unique landscape ■ New York City has vegetation and wildlife

| Suburban Communities | ■ Suburban communities are residential towns on the outskirts of a city or a large town ■ Suburban homes are generally on smaller areas of land than rural homes ■ Suburbs have lower populations than urban communities ■ People in suburbs often commute to cities for work ■ U.S. suburbs are growing New York City as an Urban Community ■ New York City has a large population with large buildings in close proximity ■ Features of New York City include skyscrapers, apartment buildings, factories, offices, row houses, etc. ■ The 5 boroughs make up New York City ■ New York City communities are connected by a system of bridges and tunnels ■ People in New York City travel in a variety of ways (subway, bus, car, ferry, tram, etc.) There are many different types of industry in New York City (tourism, manufacturing, financial, etc.) ■ People all over the world visit New York City ■ New York City remains connected to its historical heritage (street and place names, old buildings, parades, museums, historical re-enactments, etc.) ■ New York City is made up of neighborhoods that reflect diversity (Flushing’s Chinatown, Harlem, Brownsville, Woodlawn, El Barrio, Bronx’s Little Italy, etc.) ■ New York City has many cultural institutions (museums, historical societies, libraries, schools) ■ New York City has many parks and recreational areas

| Hall, courts, post office, etc. | ■ City Council is the law-making body of New York City government ■ Local government’s relationship to national government ■ New York City’s relationship to global leaders (United Nations)

2.8 Communities face different challenges in meeting their needs and wants. (Standard 4)

Availability of Resources 2.8a, 2.8b, 2.8c, 2.8d ■ Availability of resources to meet basic needs varies across urban, suburban, and rural communities ■ Stores and other services are more abundant in urban communities ■ Urban and suburban areas have more access to transportation ■ People make decisions to buy, sell and use money based on their needs and wants ■ Scarcity requires people to make choices about costs and spending money ■ Problems arise when people want more than the community can provide (scarcity) ■ Taxes are collected to provide communities with goods and services

2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants. (Standards 4, 5)

Goods and Services 2.9a, 2.9b, 2.9c ■ There are differences between goods and services ■ There are goods and services specific to New York City ■ Community resources provide communities with services (library, hospital, playground, etc.) ■ Members of a community specialize in different types of jobs that provide services to the community (fire fighters, police officers, sanitation workers, teachers, etc.) ■ Communities share services and resources with other communities

GARDEN LESSON PLAN or IDEA

- **A Day Without Agriculture** - explore wants vs. needs and ag products used in daily life
- **Let’s Go Shopping!** - explore needs vs. wants, goods vs. services, and producers vs. consumers
- **My Farm Web** - role of ag in daily life & how most necessities of life can be traced back to the farm
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- **My Farm Web** - role of ag in daily life & how most necessities of life can be traced back to the farm
**Unit 1: Introduction to World Geography and World Communities (September - October)**

1. Geographic regions have unifying characteristics and can be studied using a variety of tools. (Standard 3)
   - Geographic location 3.2a, 3.2b
   - Location of Nigeria
   - Location of Africa and Nigeria in relation to oceans, continents, and the United States
   - Distance in relation to parallels and meridians using cardinal and intermediate directions
   - Satellite images of Nigeria
   - Geographic features 3.3a, 3.3b
   - Environmental regions (savanna, tropical rainforests and wetlands)
   - Plateaux (Mambilla and Jos)
   - Rivers (Niger and Benue)
   - Niger Delta
   - Rural and urban areas
   - Sahara Desert

2. Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs. (Standard 3)
   - The Environment 3.3a, 3.3b
   - Physical features and climate affect settlement and population growth
   - Geographic factors influence lifestyle
   - People adapt to the environment
   - Communities use human and natural resources to meet needs in different ways
   - Science, technology, and industry
   - Results of technology and advancements
   - Environmental protection

3. Each community or culture has a unique history, including heroic figures, traditions, and holidays. (Standard 2)
   - Cultural exchange 3.6a
   - Contributions to Nigeria – machinery, transportation

**Unit 2: Case Studies of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia. Teacher should select 3-6 World Communities to Study that Reflect divers Regions of the World (November - June)**

1. Cultural exchange 3.6a
   - Contributions to Peru – Andean, Spanish and African music

**Unit: Why does geography matter?**

Unit 2 – 7: How do culture, geography, and history shape a community? How are world communities the same? How are they different?

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**Sample Case Study A Community: Nigeria**

- Geographic location 3.2a, 3.2b
- Location of Nigeria
- Location of Africa and Nigeria in relation to oceans, continents, and the United States
- Distance in relation to parallels and meridians using cardinal and intermediate directions
- Satellite images of Nigeria

**Sample Case Study B Community: Egypt**

- Geographic location 3.2a, 3.2b
- Location of Egypt
- Location of Africa and Egypt in relation to oceans, continents, and the United States
- Distance in relation to parallels and meridians using cardinal and intermediate directions
- Satellite images of Egypt

**Sample Case Study C Community: People’s Republic of China**

- Geographic location 3.2a, 3.2b
- Location of China
- Location of Africa and China in relation to oceans, seas, continents, and the United States
- Distance in relation to parallels and meridians using cardinal and intermediate directions
- Satellite images of China

**Sample Case Study D Community: Peru**

- Geographic location 3.2a, 3.2b
- Location of Peru
- Location of South America and Peru in relation to oceans, continents, and the United States
- Distance in relation to parallels and meridians using cardinal and intermediate directions
- Satellite images of Peru
3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. (Standards 1, 2, 5)

Rights and Responsibilities 3.8a, 3.8b, 3.8c Issues of human rights Responsibilities to protect human rights and treat others fairly Steps people can take to support social action and change

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. (Standard 4) Meeting Needs and Wants 3.9a, 3.9b Resources (petroleum, natural gas, iron, magnesium) Surplus and scarcity of resources Basic needs for food, clothing, and shelter

3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? (Standard 4) Economic System 3.10a, 3.10b Role of supply and demand Agricultural production Producer of petroleum Import partnerships (United Kingdom, United States, Germany, France) Manufacturing of steel, paper products, cloth, textiles, plywood Organization of Petroleum Exporting Countries (OPEC) Independence – Leaders past and present

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. (Standard 2) Cultural exchange 3.6a Dynasties supported and limited trade and cultural diffusion support and limited trade and cultural diffusion (Han, Yuan, Ming) Trade between communities and countries around the world has the authority to make and the power to enforce laws. The role of the citizen in these communities or countries varies across different types of governments.

3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen in these communities or countries varies across different types of governments. (Standard 5) Governments in communities and countries 3.7a, 3.7b, 3.7c, 3.7d Type of government (Communist) Branches of government (executive, legislative, judicial) Process for selecting leaders Role of the citizen Capital (Beijing) Meeting Needs and Wants 3.9a, 3.9b Resources (lilies and alpacas provide wool, meat, labor) Exports (minerals: copper, gold, lead, silver, zinc, timber) Surplus and scarcity of resources Basic needs for food, clothing, and shelter

3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? (Standard 4) Economic Systems 3.10a, 3.10b Role of supply and demand Goods produced (potatoes, fish, rice, cocoa, corn, peppers, squash) Surplus and scarcity of resources Basic needs for food, clothing, and shelter

3.11 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? (Standard 4) Economic Systems 3.10a, 3.10b Role of supply and demand Goods produced (potatoes, fish, rice, cocoa, corn, peppers, squash) Surplus and scarcity of resources Basic needs for food, clothing, and shelter

Agricultural and fishing industries
ways, forming the basis for their economy. (Standard 4) Meeting Needs and Wants 3.9a, 3.9b ■ Resources (coal, gas, oil, tourism) ■ Surplus and scarcity of resources ■ Basic needs for food, clothing, and shelter 3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced? (Standard 4) Economic System 3.10a, 3.10b ■ Role of supply and demand ■ Goods, services, exports ■ Agricultural and industrial production ■ Major international exporter and creditor ■ Import partnerships (United States, Europe Union, Japan, Brazil) ■ Control of trade via the Silk Roads ■ Control of sericulture

GARDEN LESSON PLAN or IDEA

- Steps to Create any History Walk in the Garden
- Cultures, Food, and Communities Around the World
- Esperanza Rising - on migrant workers, ag economies, impact of ag on rural communities, ag history, and how fruit & veg have been harvested historically
- Powerful Potato - explore geography and world cultures by charting potato geography on world map
- Three Sisters (a Native American planting technique)
- Ancient Technologies Walk in the Garden
- Cultures, Food, and Communities Around the World
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4th Grade: New York State and Local History

UNIT

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4th
4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard 3)

4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native Americans interacted with the environment and developed unique cultures. (Standards 1, 3, 5)

First native inhabitants of New York State 4.2a, 4.2b, 4.2c ■ Algonquians, Iroquois (Haudenosaunee) ■ Geographic features influence Location ■ Role of climate, Environment, animals, natural resources in the development of Native American cultures in New York State ■ Organization and governance Ways of life, customs, beliefs, traditions and values ■ Roles of men, women and children ■ Technology, transportation ■ Contributions evident today

FOCUS: Case study of a New York State Native American culture Example: The Lenape ■ Belonged to the Algonquian group ■ Lived in Southern NY and along the Hudson River ■ Groups included: Munsee, Hackensack, Wappingers, Esopus, Massapequa, Canarsee, Minisink and Rockaways ■ Villages usually built on high ground near a river or stream ■ Lived in wigwams and longhouses ■ Fished, harvested crops and hunted ■ Used slash-and-burn methods to cultivate soil ■ Families were grouped into clans descending from the matrilineal side ■ Identified clans by animal signs ■ Assigned land to clans for their use, not ownership ■ Defined division of labor for men, women and children ■ Role of elders ■ Leaders (sachems), healers, and ceremonies ■ Myths and legends ■ Warfare with other Native Americans

4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK STATE: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different cultural groups. Colonial New York was important during the Revolutionary Period. (Standards 1, 3, 4)

Exploration 4.3a ■ Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices, furs, conversion to Christianity) ■ Exploring NY waterways, establishing trading posts and missions ■ Major explorers of New York (Henry Hudson, Giovanni da Verrazano, Adriaen Block, Samuel de Champlain) ■ Three worlds interact: Europeans, Africans, and Native Americans ■ FOCUS: Case study of early New Amsterdam/New York 4.3b ■ Dutch, English and French influences in New York State ■ Establishment of New Amsterdam by the Dutch West India Company ■ Growth of lower Manhattan ■ Dutch West India Company brings enslaved Africans to New Netherlands ■ Key people in early New York City development (Peter Minuet, Adriaen Van Der Donck, Peter Stuyvesant) ■ British in New York ■ Differences between British rule of New York and Dutch rule ■ British expand the slave trade in New York ■ Lasting Dutch contributions ■ Life in the New York Colony 4.3b ■ Role of geography and the establishment of New York Colony ■ Diversity in early New York (ethnic and religious, e.g., Jewish, French, Scottish, German) ■ Role of enslaved Africans in growth and development of New York City

New York City officials 4.4c ■ New York City has a mayor council form of government ■ The process for electing or appointing government officials ■ The mayor is the city’s chief executive ■ City Council is the city’s legislative body, making laws for the city ■ Members of the City Council, public advocate, comptroller, presidents of the five boroughs

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

Independence 4.4a, 4.4b, 4.4d ■ Role of New York in the development of the new nation ■ Foundations for a new government/ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New York State Constitutions) ■ Symbols and their meanings (NYS and NYC seal, eagle, flag) ■ The Development of the Constitution 4.4a ■ The Constitution as a framework for organizing government ■ A living document ■ The structure of the federal government including the president, Congress, and the courts ■ Changes and amendments ■ The Bill of Rights and individual liberties ■ The Peter Zenger Trial ■ Lack of inclusiveness (enslaved and free African Americans, women, the poor) ■ Key individuals/groups from New York who helped strengthen democracy in the U.S. ■ Individuals and groups protected by rights and freedom ■ Values, practices, and traditions that unite all Americans ■ Consequence of the absence of government ■ New York Government 4.4b, 4.4c ■ The roles and responsibilities of the branches of New York State and local government (checks and balances, parallels to federal system) ■ The process for electing or appointing government officials ■ The process for a bill to become a law in New York State

4.6 WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and continue to change over time with improvements in transportation and technology. (Standards 1, 3, 4)

Improvements and inventions in transportation and communication 4.6a, 4.6b, 4.6c ■ Westward movement in New York State ■ Improved travel on roads, including corduroy roads and turnpikes ■ Effect of geography on infrastructure ■ The Erie Canal joins the Hudson River and Lake Erie and Atlantic Ocean The Erie Canal spurs growth and settlement ■ Transportation route to Central and Western United States ■ Development of steamboat, telegraph, railroad ■ Lower shipping costs ■ Transportation of New York City and Brooklyn ■ Development of transportation and communication technology (1800s to the present) ■ Economic Activity in the Industrial Age 4.6d, 4.6f, 4.6g ■ Emergence of New York as an economic power ■ Natural resources of New York State ■ Agricultural products of New York State ■ Role of New York City in the development of banking and finance in the U.S. ■ Industrial development of New York State and the United States (1800s to the present) ■ Changes in the NYC economy 1950-present ■ Major economic activities in regions of New York State ■ New York State Entrepreneurs and Inventors 4.6a ■ Research people who made important contributions to business, technology, and New York State communities (Thomas Jennings, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf)
New York State and New York City (1783) ■

Long Island of the other colonies furnished England and the West Indies with raw materials, food, lumber, furs

African Americans, Natives, Loyalists, soldiers, equipment, food

Revolutionary War (geography, events, battles, key figures, role of the American Revolution in New York, Independence as a key document of 1763)

Stamp Act, Townsend Acts, Tea Act, and restrictions on trade

Parliament's taxes (Sugar Act, Stamp Act, Townsend Acts, Tea Act)

The colonists resist British Parliament's taxes (Sugar Act, Stamp Act, Townsend Acts, Tea Act) and restrictions (Proclamation of 1763) ■ Declaration of Independence as a key document of the American Revolution ■

Strategic role of New York State and New York City in the Revolutionary War (geography, leaders, battles, key figures, role of African Americans, Native Americans and women) ■ Loyalist support, British occupation ■ Battle of Long Island ■ Battle of Saratoga ■

Evacuation Day, November 25, 1783 ■ Impact of the war on and New York State and New York City

Rights and Responsibilities as Citizens 4.4d, 4.4e ■ Citizens' rights and freedoms are guaranteed ■ Citizens obey rules and laws, including traffic safety and anti-bullying ■ Citizens vote, serve jury duty, perform community service

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

Slaves in New York State 4.5a ■ Life as a slave in New York State ■ People worked to fight against slavery and for change ■ People who took action to abolish slavery (Samuel Cornish, Frederick Douglass, William Lloyd Garrison, John Brown, Albion Lyon, Charles Reason, Henry Highland Garnet, or Harriet Tubman) ■ Gradual Emancipation Laws ■

Expanding Women's Rights 4.5b ■ Rights denied to women during the 1800s ■ People who took action to bring about change (Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Elizabeth Blackwell) ■ Seneca Falls and the suffrage movement ■

New York's role during the Civil War 4.5c ■ New York supported the Union providing soldiers, equipment, food ■ Local contributions to the Civil War effort ■

Draft Riots

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

Urbanization in New York City ■ Development of new buildings ■ Mass transportation ■ Building codes ■ Public health laws ■ Croton Aqueduct, modern sewer and water system ■

Professional fire department ■ FOCUS: Case study of immigration/migration in New York City 4.7a ■

The Melting Pot vs. The Salad Bowl ■ Reasons for immigration to New York ■ Better living conditions ■ Great Irish Potato Famine ■ Land acquisition (Homestead Act) ■

Financial gain ■ Forced migration ■ War, politics, religion ■ Immigrant experiences in New York (during travel, Castle Garden, Ellis Island, life in America) ■ Contributions of immigrants (culture, recreation, food, language, labor, skills) ■ Waves of immigration to New York State ■

Arrival of various groups 1800s, 1900s and today ■ Social impact of immigration/migration (labor movement and child labor) 4.7a ■

Effects of immigration/migration on New York City ■

New York City neighborhoods as ethnic enclaves ■ Triangle Shirtwaist Fire ■ Use of child labor ■ Formation of labor unions ■

Becoming a United States citizen ■

Formation of labor unions ■

African-American Migration 4.7b ■

Migration of freed slaves following the Civil War ■ Reasons African Americans moved into northern cities and The Great Migration ■

The artists, Nikola Tesla, George Westinghouse, George Eastman, Amary Houghton, Willa Cather, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, or Elisha Otis ■

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Elizabeth Blackwell) ■

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5th Grade The Western Hemisphere

UNIT

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<th>Unit 1: Geography and Early Societies of the Western Hemisphere (September - October)</th>
<th>Unit 2: European Exploration (November - December)</th>
<th>Unit 3: Comparative Case Study of Western Hemisphere Cultures (January - May)</th>
<th>Unit 4: The Western Hemisphere Today (June)</th>
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<td><strong>Required Country:</strong> Mexico</td>
<td><strong>Sample Country:</strong> Brazil</td>
<td><strong>Countries in the Western Hemisphere face a variety of concerns and issues specific to the region 5.5b</strong></td>
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<tr>
<td>Unit 1: To what degree does geography determine culture?</td>
<td>5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the environment in ways that have modified the environment.</td>
<td><strong>Geography 5.4a, 5.4b, 5.4c</strong> Geographic features (rivers, mountains, regions, states, oceans, seas, gulfs) <strong>Regional characteristics:</strong> physical, political, economic, or cultural</td>
<td><strong>Environmental issues (loss of rain forests, availability of water, deforestation, endangered species, limited resources, air quality, pollution)</strong></td>
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<td>Unit 2: How do issues of power, wealth and morality influence society?</td>
<td><strong>5.3 EUROPEAN EXPLORATION AND ITS EFFECTS:</strong> Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and the transatlantic slave trade.</td>
<td><strong>Geography 5.4a, 5.4b, 5.4c</strong> Geographic features (rivers, mountains, regions, states, oceans, seas, gulfs) <strong>Regional characteristics:</strong> physical, political, economic, or cultural</td>
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<td><strong>Financial</strong></td>
<td><strong>Geography 5.4a, 5.4b, 5.4c</strong> Geographic features (rivers, mountains, regions, states, oceans, seas, gulfs) <strong>Regional characteristics:</strong> physical, political, economic, or cultural</td>
<td><strong>The rights of indigenous peoples</strong></td>
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<td><strong>Geography</strong></td>
<td><strong>Geography 5.4a, 5.4b, 5.4c</strong> Geographic features (rivers, mountains, regions, states, oceans, seas, gulfs) <strong>Regional characteristics:</strong> physical, political, economic, or cultural</td>
<td><strong>FOCUS: Case study of current regional issues of the Western Hemisphere 6.1d</strong></td>
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<td><strong>Economic</strong></td>
<td><strong>Geography 5.4a, 5.4b, 5.4c</strong> Geographic features (rivers, mountains, regions, states, oceans, seas, gulfs) <strong>Regional characteristics:</strong> physical, political, economic, or cultural</td>
<td><strong>Investigate a current issue that two or more Western Hemisphere countries are facing</strong></td>
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<td><strong>Political</strong></td>
<td><strong>Geography 5.4a, 5.4b, 5.4c</strong> Geographic features (rivers, mountains, regions, states, oceans, seas, gulfs) <strong>Regional characteristics:</strong> physical, political, economic, or cultural</td>
<td><strong>ESPERANZA RISING</strong> - on migrant workers, ag economies, impact of ag on rural communities, ag history, and how fruit &amp; veg have been harvested historically</td>
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exploration and colonization? (Standard 3) Geography of the Western Hemisphere 5.4a, 5.4b ■ The Western Hemisphere can be located and represented using physical maps, globes, aerial and satellite photographs, and computer models ■ Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind and water) ■ The Western Hemisphere is divided into countries and regions ■ Continents, countries and regions of the Western Hemisphere can be organized by physical, political, economic or cultural features ■ Important physical features located in each region ■ Political boundaries of the hemisphere change over time and place ■ The physical environment of the hemisphere influences and can be modified by human actions 5.4c ■ Patterns of human settlement ■ Patterns of economic activity by region ■ Physical, political and specialized maps (climate, vegetation, population, land use and resource distribution) can represent human physical environment. (Standard 3) Geography of the Western Hemisphere 5.4a, 5.4b ■ The Western Hemisphere can be located and represented using physical maps, globes, aerial and satellite photographs, and computer models ■ Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind and water) ■ The Western Hemisphere is divided into countries and regions ■ Continents, countries and regions of the Western Hemisphere can be organized by physical, political, economic or cultural features ■ Important physical features located in each region ■ Political boundaries of the hemisphere change over time and place ■ The physical environment of the hemisphere influences and can be modified by human actions 5.4c ■ Patterns of human settlement ■ Patterns of economic activity by region ■ Physical, political and specialized maps (climate, landforms, bodies of water, natural resources) ■ Physical environment influences human settlement, land use and economic activity 5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards 1, 2) Key cultural characteristics 5.5a ■ Traditions, language, arts, architecture, literature, music, dance ■ Religions and beliefs ■ Cultural contributions ■ Sports ■ Leisure activities Shared traditions with other Western Hemisphere nations Growth and Transformation ■ Key events and people in the struggle for independence (1916-1924 and 1965) 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5) Government Structures and Functions 5.6a, 5.6b ■ Democratic republic: Three branches: executive, legislative, and judicial ■ Dominican Republic’s Constitution of 2010 Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ Dictatorship opposition: Mirabal Sisters Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ World Bank ■ Project Hope ■ The Nature Conservancy together. — geographic causes – links to the past – political and environmental effects – human impact
settlement and economic activity

5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards 1, 2, 3) Early Civilization 5.1a, 5.1b ■ Settlement of the Western Hemisphere ■ The Ice Age and Beringia Land Bridge theory ■ Other migration theories of early peoples and settlements ■ Archeological evidence ■ Nomadic populations settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates ■ Early groups adapted to challenges of the environment ■ Transition from hunting and gathering to farming Native Americans1 located in the Western Hemisphere 5.1c ■ Cultural diversity of indigenous Native American culture groups such as the Arawak, Haudenosaunee, Inuit, Mohican, Pueblo, economic reasons ■ Impact of Roman Catholic missionaries ■ Results of colonial rule ■ The Middle Passage 5.3d ■ Bringing sugar to the Americas ■ Geography of the slave trade ■ Conditions experienced by enslaved Africans during the Middle Passage ■ The role of the English, Spanish, and Portuguese in the Triangular Trade Constitution of the United Mexican States (1917) ■ Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ Indigenous rights ■ Women’s rights ■ Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ World Bank ■ Project Hope ■ Local maize vs. GMO corn ■ The Nature Conservancy 5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4) Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems ■ Major natural resources and industries of Mexico ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets 5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4) Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems ■ Major natural resources and industries of Brazil ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets Constitutional Act of 1791 and the development of Lower (Quebec) and Upper Canada (Ontario) ■ Impact of immigrant groups ■ Confederation and self-government (1867) ■ Klondike Gold Rush (1890s), western expansion and economic growth ■ Quebecois’ movement for independent nation status 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standard 5) Government Structures and Functions 5.6a, 5.6b ■ Federalism Three branches: executive, legislative, and judicial ■ Two party system ■ Declaration of Independence ■ U.S. Constitution and Bill of Rights ■ Struggle for Equality and Civil Rights or Sovereignty 5.6c ■ Native Americans ■ Women’s rights ■ The Right to Work Movement ■ Multinational and Nongovernmental Organizations 5.6d ■ United Nations ■ World Bank ■ Project Hope ■ Environmental Rights Movement ■ The Nature Conservancy 5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4) Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems ■ Major natural resources and industries of Mexico ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets 5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards 1, 2, 3, 4) Economics 5.7a, 5.7b, 5.7c ■ Characteristics of traditional, market, and command economic systems ■ Major natural resources and industries of Mexico ■ Regional production and manufacture ■ Costs and markets ■ Countries trade with other countries to meet economic needs and wants ■ Imports from and exports to other Western Hemisphere markets.
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<th>Complex Societies and Civilizations</th>
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<td>Taino, Wampanoag</td>
<td>Customs, beliefs, values, languages, traditions</td>
<td>Adaptation to the physical environment and use of resources</td>
<td>Social organization and governance</td>
<td>Contributions and achievements</td>
<td>Gender roles</td>
<td>Hunting, fishing, and warfare</td>
<td>Compare and contrast how a Native American culture group from the United States, Canada and the Caribbean adapted to and used the environment and its resources to meet their basic needs and examine their customs, beliefs, values, languages, and patterns of organization and governance</td>
<td>5.2 Complex Societies and Civilizations: Between 1100 B.C.E. and 1500 C.E. complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards 2, 3)</td>
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<tr>
<td>Characteristics of civilizations (religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy)</td>
<td>Complex societies and civilizations adapted to and modified their environment to meet the needs of their people</td>
<td>City-states vs. empires</td>
<td>FOCUS: Case study of complex societies and civilizations</td>
<td>Compare and contrast Mayan, Aztec, and Incan civilizations</td>
<td>Clothing, farming, shelter, and transportation</td>
<td>Growth of culture - political states and territorial control - social class and organization - adaptation to and modification of the environment - economic features - religious practices and beliefs - use/creation of new technology - contributions and achievements - theories for decline</td>
<td>Imports from and exports to other Western Hemisphere markets</td>
<td>NAFTA</td>
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<td>GARDEN LESSON</td>
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<td><strong>Steps to Create any History Walk in the Garden</strong></td>
<td><strong>Powerful Potato</strong> - explore geography and world cultures by charting potato geography on world map</td>
<td><strong>Food Origins (Mexico to NY Trade)</strong></td>
<td><strong>Right This Very Minute</strong> - on food production &amp; farming w/ map of where US commodities are grown</td>
<td><strong>Home on the Range - Rangelands</strong></td>
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### 6th Grade: The Eastern Hemisphere

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<th>Unit 3: Comparative World Religions (January)</th>
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<th>Unit 5: The Mediterranean World and Interactions Across the Eastern Hemisphere (May - June)</th>
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<td>ESSENTIAL QUESTIONS</td>
<td>Unit 1: Does Geography determine development?</td>
<td>Unit 2: To what degree does geography determine culture?</td>
<td>Unit 3: What role do belief systems play in a society?</td>
<td>Unit 4: Why do civilizations rise and fall?</td>
<td>Unit 5: How can power, wealth and religion influence change and development?</td>
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<td>6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways.</td>
<td>Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard 3) Geography of the Eastern Hemisphere 6.1a, 6.1b, 6.1c</td>
<td>A variety of significant geographical features (highest mountains, deepest ocean trench, deepest lake, largest deserts, most islands, largest country, most-populous cities, tallest buildings)</td>
<td>Includes</td>
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<td>6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment. (Standards 2, 3)</td>
<td>Measure and represent history using timelines, B.C.E./C.E., eras, millennia, centuries, decades</td>
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<td>Geographic influence on</td>
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<td>6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E. – ca. 630 C.E.): Major religions and belief systems developed in the Eastern Hemisphere.</td>
<td>There were important similarities and differences between these belief systems. (Standard 2) Belief in Civilizations and Complex Societies 6.4a, 6.4b</td>
<td>Belief system vs. religion</td>
<td>Animism, Buddhism, Christianity, Confucianism, Coptic, Hinduism, Islam, Judaism,</td>
<td>6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands. (Standards 2, 3, 4, 5)</td>
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four continents: characterized by vast oceans, important bodies of water and land masses; extremes in climate (sub-tropical vs. arctic, droughts vs. monsoons); Geologic history (plate tectonics, the creation of continents, development of landforms, the elevation of the Himalayas); Seismic activity in the eastern Mediterranean and the Ring of Fire.

Geographic representations of the Eastern Hemisphere 6.1a - Located and represented using a variety of maps, globes, aerial and satellite photographs, and computer models; maps represent varied climate zones, landforms, bodies of water, and resources.

Places can be located using cardinal and intermediate directions; distance can be measured (Equator, Prime Meridian, and distance). The continents, countries and regions of the Eastern Hemisphere 6.1b - Defined by political boundaries; defined by physical boundaries; characterized by economic and cultural features; share a long and diverse history; important individuals, groups, and institutions; regions of the Eastern Hemisphere: Middle East (North Africa and Southwest Asia); Sub-Saharan Africa; Europe; Russia, Caucasus, Central Asia; East Asia; Southeast Asia; South Asia; Oceania.

Physical environment influences human activities and development in the eastern hemisphere 6.1c - Patterns in human settlement; economic activity; natural resources; resource extraction; resource allocation vs. scarcity of resources in present-day.

FOCUS: Case Study of current regional changes in the Eastern Hemisphere 6.1d - Possible examples include: access to potable water in the Middle East or Sub-Saharan Africa, desertification in northern Africa, loss of the Coral Reefs in Oceania, overpopulation in China or India – geographic causes – links to the past – political and environmental effects – human impact.

varied environments: available resources and environment contributed to distinct ways of life (Archeological Record 6.2b, 6.2c - Evidence of hominids and early humans; Archeological digs, artifacts and the fossil record; art - human migration patterns and settlement; The Neolithic Revolution as a Turning Point 6.2d - Significant social, cultural, ecological, political, or economic change; domestication of animals; advances in agriculture; semi-sedentary and sedentary settlement; pastoral nomadic peoples.

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.

(Standards 2, 3) Early Civilizations 6.3a, 6.3b - Development of the ancient river valley civilizations; geographic factors that influenced development (access to water, resources, food surplus, potential for stability against environmental threats); Development of food production; innovation and new technologies; shared identity, customs, beliefs, and language; early trade; medicine and disease; military actions; early leaders; characteristics of complex societies and civilizations (Indus, Mesopotamia, Nile and Yellow River valley civilizations).

6.3b - Religion; job specialization; cities; government; language/record keeping system; technology; social hierarchy.

FOCUS: Case Study of early river valley civilizations 6.3c, 6.3d - Compare and contrast two early river valley civilizations: key geographic features – adapting to and modifying the environment.

Polytheism, Protestantism, Sikhism, Taoism - characteristics of religions systems; shared values; locations of origin; time period of origin; founders major tenets and codes of behavior; practices and ritual; sacred writing; symbolic representation; unity; social order and gender roles 6.4c - Similarities and differences across belief systems; effects of belief systems on social order and gender roles; influence of belief systems on contemporary events and cultural practices.

FOCUS: Case study of belief systems - compare and contrast two or more belief systems developed in the Eastern Hemisphere – similarities and differences in influence on contemporary cultural practices and current events.

development of classical civilizations 6.5a - Locations of classical civilizations (Chinese, Greco-Roman); geographic factors (deserts, mountains, rivers, peninsulas, plateaus, plains, islands); important cities; effect of geography on political systems.

Changes in borders over time.

FOCUS: Case study of Chinese (Qin, Han) and Greco-Roman civilizations (Athens, Sparta, Roman Republic and Roman Empire); compare and contrast civilizations and political systems – belief systems and religions – daily life; culture (art, music, literature, architecture, language); economic systems (use of land and resources, job specialization, cities, slavery); government (political systems); record keeping systems; science and technology; contributions and achievements; social hierarchy; gender roles; laws; military conquests.

Golden Age 6.5c - Characteristics of a golden age; evaluate merit as a golden age (Qin, Han, Athens, Roman Empire); cultural achievements; influence on contemporary societies.

Fall of Rome 6.6a - Overexpansion; corruption; invasions; civil wars and discord; development of feudalism in Western Europe; decentralization of political authority; role of the Christian Church.

Byzantine Empire 6.6b - Preserving elements of Roman Empire; controlled lands within the Mediterranean basin; Blending of Roman traditions with Greek culture; orthodox Christianity; unity of religious and secular leadership.

The Islamic World 6.6c - Life of Muhammad and Holy Qur’an; Umayyad caliphate; Abbassid caliphate; Shia and Sunni Islam; the growth and development of the Islamic World (Middle East, Iberian peninsula, Indian subcontinent, southwest Asia, North and Central Africa, islands of Indonesia); effects of conquests; cultural blending and cross cultural exchange; Islamic golden age.

The Crusades 6.6d - Three cultural regions of the Mediterranean; locations and borders; causes and effects; the holy land; political, economic, military, and social interaction among regions; perspectes on the crusades: Byzantine, feudal Europe, Islamic.

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards 2, 3, 4)

Trade routes and cross cultural exchange 6.7a, 6.7b - Major Afro-Eurasian trade networks (the silk roads, Mediterranean, Indian Ocean, and Trans-Saharan routes); maps of trade routes; resource locations influenced trade routes and economics.

Cultural diffusion (Indian/Arabic numerals, mapmaking, printing, China, tea, opium, spices, Swahili, paper, silk, and Buddhism); interregional travelers and explorers (Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He); effect on trade.

Development of transportation and technology and the effect on trade (junks, caravels, ship sails and rudders, compass...
### 7th Grade: United States & New York State History

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<th>UNIT</th>
<th>Unit 1: Native Americans, Early Encounters and Colonial Development (September – Mid- November)</th>
<th>Unit 2: The Road to Independence (mid-November - December)</th>
<th>Unit 3: The New Nation: The United States Constitution (January - February)</th>
<th>Unit 4: A Nation Grows: Expansion &amp; Reform 1800 – 1860 (March - April)</th>
<th>Unit 5: A Nation Divided (May - June)</th>
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<tr>
<td>ESSENTIAL QUESTIONS</td>
<td>7.1 NATIVE AMERICANS: 1. The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards 1, 2) The Americas prior to early explorers and colonial settlement 7.1a • Theories of human settlement in the Americas. • The influence of geographic and climate factors on Native American culture groups. • Plains • Southwest • Pacific NW • Algonquian • Iroquois • Haudenosaunee (Iroquois) • Indigenous cultures of the Americas • Compare and contrast different Native American cultures groups – Geography – Religion/spirituality – Economics – food, housing, trade – Government</td>
<td>7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards 1, 4, 5) • Growth and conflict in the colonies 7.3a • The French and Indian War • International conflict over colonial territories • Trading relationships with different Native American peoples • Causes of the American Revolution 7.3b • Mercantilism • Salutary neglect • Albany Congress and the Albany Plan of Union • The Zenger Trial (1735) and individual rights • Proclamation of 1763 • Stamp Act (1765) • Intolerable Acts (1774) • Taxation without representation • No redress of grievances • Colonial response to British mandates</td>
<td>7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards 1, 5) • States vs. Federal Power 7.4a • Influences on United States Government • Magna Carta (1215), Mayflower Compact (1620), Iroquois Confederacy • Articles of Confederation (1781) • Drafting and ratification • Achievements and limitations • Origins of the Constitution. • ThreeFifths Compromise</td>
<td>7.6 WESTWARD EXPANSION: Driven by political, cultural and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement decimated and displaced Native Americans as the frontier was pushed westward. (Standards 1, 3) • Geographic Growth 7.6a • Manifest Destiny • Lewis and Clark catalog the Louisiana Purchase • The Mexican War • U.S. acquisition of territory • Treaty of Guadalupe Hidalgo • Treaties with Native American peoples • Land purchased by United States • Purchase of Florida (1819) • Gadsden Purchase • Purchase of Alaska (1867) • Economic Growth 7.6a, 7.6b • The Erie Canal • Increase in U.S. trade opportunities • Effects on New York</td>
<td>7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards 1, 3, 4) • Slavery in the United States 7.8a, 7.8b • Role of regional economies • Sectionalism • Interdependence • Northern and southern economy • Territorial expansion and slavery • Conflicting perspectives • Abolitionists • Political and social movements • Candidates and political parties • Efforts to Compromise 7.8b • Balance of power in Congress and the effects of the Three Fifths Compromise</td>
</tr>
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system – Warfare – Traditions – Oral history – Culture (arts, music, dance) – Interactions among different indigenous peoples

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

European Age of Exploration 7.2a – Technological developments – Voyage of Columbus – European voyages to North America including Champlain and Hudson – Canadian Exchange; environmental and cultural impact – Europeans explore and settle in North and South America

European encounters with Native Americans 7.2b – Europeans explore and settle in North and South America – Doctrine of Discovery – reasons for Native American population decline and loss of land – British interactions with the Wampanoag – Dutch interactions with the Mahican, Mohawk, or Menominee – French interactions with the Algonquin – Spanish interactions with the Muscogee – Interactions between Native Americans, Africans, and Europeans – Native American influences on Western culture – European colonies in North America 7.2c – European migration to Americas – Settlement and regional patterns – Religious and political reasons – Economic and geographical reasons – Geography, land use and resources – Influence development – Daily life in the New England, Middle, and Southern Colonies – social class culture (art, music, literature, etc.) – political systems – colonial economies – religious beliefs – key people and


Northwest Ordinance and public education

New York State Constitution (1777) – Parallels to the U.S. Constitution 1787 Constitutional Convention 7.4b, 7.4c – Differing social, political, and economic interests and attempts to establish unity – Drafting and compromises – Key people – Federalist system of government – Electoral college system – Ratification process – Constitutional Compromise 7.4c – Balance of power – Federalism – Great Compromise; state representation and bicameral legislature – Three-Fifths Compromise, Slave Trade Compromise, Fugitive Slave Clause – National vs. states’ rights – Popular sovereignty – Protection of individual rights – Amendments to the Constitution – Role of New Yorkers Alexander Hamilton, John Jay, and Gouverneur Morris 7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York Constitution also has been changed over time. (Standards 1, 5)

A Federalist System 7.5a, 7.5b – Democratic republic – Sharing power among Federal, state, local governments – Granting powers to the states – Separation of Powers – Constitution as a living document – The Federalist Papers – Checks and Balances 7.5b – Three branches of government – Separate but equal power – How a bill becomes a law


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

| Role of Native Americans, Africans, and women | European settlers and enslaved peoples | Conflicts between indigenous peoples and European settlers | Colonies in New York 7.2d | The development of New England, New France, New Netherland, and New Spain | Political objectives | Economic objectives | Social Considerations | Dutch contributions to American society | Changing status of Africans and African Americans under the Dutch and British Enslaved Africans and the development of the Americas 7.2e | Distinguish between indentured servitude and slavery in NY | The Middle Passage | Living conditions of slaves, including in NY | Survival and resistance, including slave revolts in NY | Social and cultural contributions of Africans in the Americas | The Bill of Rights | Amendment process | First 10 amendments | Limits to government power | Protection of individual rights | George Washington’s presidency 7.5c, 7.5d | Unwritten constitution | Selection of cabinet members | Selection of Supreme Court nominees | Presidential powers | Farewell Address | Alexander Hamilton’s economic plans | National banking system | U.S. protectionism against free trade | The New Nation 7.5d | The election of 1800 | Establishing stability and precedents | Development of political parties (Federalist, Republican Democrats) | The Louisiana Purchase (1803) | The War of 1812 | The Monroe Doctrine | Supreme Court Decisions | Marbury v. Madison (1803) | Judicial review | McCulloch v. Maryland (1819) | and implied powers | Changes to the New York Constitution in the early 19th Century | Declaration of Sentiments | Key figures (Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony) |

GARDEN LESSON PLAN or IDEA
- **Steps to Create any History Walk in the Garden**
- **From Foraging to Farming** - how ag provides stability, early ag, and mapping how geography affected development of early civilizations
- **King Cotton** - impact of cotton industry on history & culture in the US
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- **King Cotton** - impact of cotton industry on history & culture in the US
- **Cafeteria recycling audit activities (Recycling Champions)**
- **Waste Deep lesson series (Zero Waste Schools and DOE Office of Sustainability)**
- **King Cotton** - impact of cotton industry on history & culture in the US

8th Grade: United States and the New York State History

| UNIT | Unit 1: Reconstruction (September) | Unit 2: A changing society and the progressive era (October - November) | Unit 3: The United States as an expansionist Nation (December) | Unit 4: WWI and The United States between Wars (January - February) | Unit 5: EVOLUTION OF TECHNOLOGY IN SCIENCE (8 WEEKS) | Unit 6: From World War II to the Present: the changing Nature of the American People (May – June) |
ESSENTIAL QUESTIONS
Unit 1: What are a nation's responsibilities to its citizens after major conflict (e.g. a civil war)?
Unit 2: How do people, policies, and technological advances shape a nation?
Unit 3: To what degree should a nation be involved in the affairs of other nations?
Unit 4: How does a nation respond to economic, political, and social challenges?
Unit 5: How do competing views and technological advances shape a nation?

Unit 3: To what degree should a nation be involved in the affairs of other nations?
ESSENTIAL QUESTIONS

Causes of the Civil War 7.8a, 7.8b

■ Causes of Reconstruction 7.8c

 ■ United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the physical landscape and shifting political power. An aging population is affecting the economy and strained public resources.

 ■ A CHANGING SOCIETY: Industrialization and immigration changed the United States.

 ■ The role of New York City in the Roaring Twenties was significant.

 ■ The Home Front during World War II contributed to the United States' role in the global community.

 ■ The attack from Japan in December 1941 led to the United States' entry into World War II.

 ■ The rise of Fascism at home and abroad threatened United States' interests.

 ■ The Nuremberg Trials and the Tokyo War Crimes Trials were significant.

 ■ The United Nations was established after World War II.

 ■ The United States became a global superpower.

 ■ The American experience during World War II was shaped by social, economic, and environmental factors.

 ■ The U.S. military played a crucial role in the war.

 ■ The End of World War II was marked by political and social changes.

 ■ The Civil Rights Movement was a pivotal moment in American history.

 ■ The United States faced new economic challenges after World War II.

 ■ The Cold War and the rise of the United States as a superpower.

 ■ The United States' involvement in the Korean War.

 ■ The United States' involvement in the Vietnam War.

 ■ The United States' role in the Cold War.

 ■ The United States' role in the post-Cold War world.

 ■ The United States' role in the world since 1991.

 ■ The United States' role in the world since 2001.

 ■ The United States' role in the world since 2017.

 ■ The United States' role in the world since 2021.

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 ■ The United States' role in the world since 2109.

 ■ The United States' role in the world since 2111.

 ■ The United States' role in the world since 2113.
Segregation in the North
Booker T. Washington, George Washington Carver and the Tuskegee Model

Government and Business

- Labor unions
- Collective bargaining
- Workman’s compensation
- Child labor laws
- Safety regulations
- Triangle Shirtwaist Factory Fire
- Trust busting
- Graduated income tax
- Federal Reserve Act
- Government regulation of railroads
- Consumer protection
- Interstate commerce

create intensive government interventions in the United States economy and society. (Standards 1, 3, 5)

Economic Practices of the 1920s
- Government protection of business
- Tariffs and international trade
- Consumer economy
- Increase in the use of credit
- Agrarian to industrial
- Disparity of wealth; rise of poor and unemployed
- New production methods (assembly lines)
- Bank failures
- Stock Market crash
- "Black Tuesday"
- The Great Depression
- Government regulation of social problems
- Government response to economic crisis
- Loss of jobs, wealth, and homes
- Impact based on class, race, and gender
- Conditions in NYC: The Dust Bowl
- Man-made and environmental conditions
- Federal assistance, Farm Security Act (1937)
- Changes in family structure, cultural consequences
- Migrant workers: local charity efforts (soup kitchens)
- Increased credit problems
- The New Deal
- 8.5c
- Franklin Delano Roosevelt and government regulation
- Key programs: Social Security, the Wagner Act, Home Relief, WPA, TVA, FDIC
- Long term effects of the New Deal Trials
- Holocaust and human rights violations
- Reparations for human rights violations
- The United Nations
- The United States as a world power
- 8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards 1, 2, 4, 5)
- Competing Superpowers
- Superpower rivalry (arms race, threat of nuclear weapons, space race)
- Detente/arms control (SALT treaties)
- Peace talks (1980s)
- Fall of Berlin Wall
- End of Cold War
- United States Post-War Foreign and Domestic Policy
- Communist expansion
- McCarthyism and the second Red Scare
- U.S. policy of containment
- Truman Doctrine
- Marshall Plan
- Korean War
- Cuban Missile Crisis
- Vietnam War
- Domino Theory
- Changing U.S. Foreign Relations
- China (1950)
- Afghanistan (1980s)
- Russia (1990)
- Middle East
- Israel, Palestine, Iran, Kuwait, Iraq
- Western Hemisphere
- NAFTA, Cuba and Mexico
- European Union countries
- Foreign entanglements and policies
- Iranian Hostage Crisis
- Persian Gulf War (1990)
- groups (African Americans, women, Native Americans, individuals with disabilities, farmworkers, LGBT community)
- Key leaders (Martin Luther King, Jr., Thurgood Marshall, Malcolm X, Rosa Parks, Lyndon Johnson)
- Assassination of major leaders (1960s)
- The feminist movement (1970s)
- American Indian Movement
- Political Challenges (1960’s – present)
- Watergate Scandal
- Nixon’s resignation
- Economic recession
- Presidential cuts to social programs and taxes
- Oil crisis/inflation
- The Vietnam War and the War on Poverty
- Medicare and Medicaid
- The Great Society
- 1960s counterculture
- The draft
- Peace movement
- Civil Liberties Debates
- Miranda v. Arizona (1966)
- Gun violence and Second Amendment
- Cyber-bullying
- Electronic surveillance
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<td>● Journey 2050 - a lesson series answering the core question of &quot;How will we sustainably feed nearly 10 billion people by the year 2050?&quot;</td>
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