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 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 systems 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.

Unifying Themes

Theme 6: Power, Authority, and Governance
- Purposes, characteristics, and functions of various governance systems as they are practiced
- Individual rights and responsibilities as protected and challenged within the context of majority rule
- Fundamental principles and values of constitutional democracy
- Origins, uses, and abuses of power
- Conflict, diplomacy, and war

Theme 7: Civic Ideals and Practices
- Basic freedoms and rights and responsibilities of citizens in a democratic republic
- Role of the citizen in the community and nation and as a member of the global community
- Civic participation and engagement
- Respect for diversity
- Civic ideals and practices in countries other than our democratic republic
- Struggle for rights, access to citizenship rights, and universal human rights
11.1 COLONIAL FOUNDATIONS (1607-1763)

11.1c Colonial Political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies.

- Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience.
- Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial and governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in New Netherland.

11.2 CONSTITUTIONAL FOUNDATIONS (1763-1824)

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways.

- Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts.
- Students will examine the impacts of the Revolutionary war on workers, African Americans, women, and Native Americans.

11.2c Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.

- Students will examine the weaknesses and successes of government under the Articles of Confederation.
- Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery.
- Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.
- Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic.
- Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.
11.2d Under the new Constitution, the young nation sough to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.

- Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address.
- Students will examine Hamilton’s economic plan, the debate surrounding the plan, and its impacts on the development of political parties.
- Students will examine the tradition of peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000.
- Students will examine Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*, and analyze how these decisions strengthened the powers of the federal government.

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800-1865)

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

- Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis.
- Students will investigate the development of the abolitionist movement, focusing on Nat Turner’s Rebellion, Sojourner Truth, William Lloyd Garrison (*The Liberator*), Frederick Douglass (*The Autobiography of Frederick Douglass* and *The North Star*), and Harriet Beecher Stowe (*Uncle Tom’s Cabin*).
- Students will examine the emergence of the women’s rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
- Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican American war, the Compromise of 1850, the Kansas-Nebraska Act, the *Dred Scott* decision, and John Brown’s raid.

11.4 POST-CIVIL WAR ERA (1865-1900)

11.4a Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.
- Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
- Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896).
- Students will examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedman’s Bureau, the creation of educational institutions, and political participation.
- Students will examine the impacts of the election of 1876 and the compromise of 1887 on African Americans.

11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920)

11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

- Students will examine the demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.
- Students will examine the attempts of workers to unionize from 1870 and 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers’ Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions.
- Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913).
- Students will examine the efforts of the woman’s suffrage movement after 1900, leading to ratification of the 19th amendment (1920).
- Students will trace the temperance and prohibition movements, leading to ratification of the 18th amendment (1919).
- Students will trace reform efforts by individuals and the consequences of those efforts, including:
  - Jane Addams and Hull House
  - Jacob Riis’ How the Other Half Lives
  - New York Governor Theodore Roosevelt and the Tenement Reform Commission
  - Upton Sinclair’s The Jungle and the Meat Inspection Act
  - Margaret Sanger and birth control
  - Ida Tarbell’s The History of the Standard Oil Company
  - Ida Wells and her writings about the lynching of African Americans
Booker T. Washington’s contributions to education, including the creation of the Tuskegee Institute.

- W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917).

11.6 THE RISE OF AMERICAN POWER (1890-1920)

11.6c World War I had important social, political, and economic effects on American society.

- Students will investigate the effects of mobilization on the United States economy, including the role of contributions of women and African Americans in the war effort.
- Students will investigate the causes of the Great Migration on American society.
- Students will the Supreme court decision concerning civil liberties in *Schenck v. United States* (1919).
- Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919-1921).

11.7 PROSPERITY AND DEPRESSION (1920-1939)

11.7c For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.

- Students will examine the reasons for economic prosperity during the 1920s.
- Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression.
- Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression.
- Students will examine the human and environmental causes of the Dust Bowl and its effects.
- Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.

11.8 WORLD WAR II (1935-1945)

11.8b United States entry into World War II had a significant impact on American society.

- Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates.
Students will examine the reasons for President Roosevelt’s executive order for Japanese removal, the impact of the removal on Japanese people living in the United States, and the Supreme Court’s decision in *Korematsu v. United States* (1944).

Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.

11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945-present)

11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.

Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.

Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.

Students will examine judicial actions and legislative achievements during the movement, such as *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, *Heart of Atlanta Motel, Inc. v. United States* (1964) and the Voting Rights Act of 1965.

Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:

- Modern women’s movement (e.g., *The Feminine Mystique* [1963], National Organization for Women, Equal Pay Act and Title IX, *Roe v. Wade*)
- Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims)
- Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)
- People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990])
- Rights of the accused (e.g., *Mapp v. Ohio* [1961], *Gideon v. Wainwright* [1963], *Miranda v. Arizona* [1966])
- Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration reform)
Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)
Student rights (e.g., Engel v. Vitale [1962], Tinker v. Des Moines School District [1969], New Jersey v. TLO [1985])

Students will thoroughly investigate at least one of the efforts above.

11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990-present)

11.11b In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies.

- Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, the invasion of Afghanistan, and the passage of the USA PATRIOT Act.
- Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war.
- Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government’s electronic surveillance programs.

12.G1 FOUNDATIONS of AMERICAN DEMOCRACY

12.G1 The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.

12.G1d The rule of law is a system in which no one, including government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.

12.G2 CIVIL RIGHTS and CIVIL LIBERTIES

12.G2a Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.
12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.

12.G2c An independent judicial system is an integral part of the process that interprets and defends citizens’ freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.

12.G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

12.G2e Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.

12.G2f Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP

12.G3a Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.