

SOCIAL STUDIES
RHINEBECK PRIORITIZED CURRICULUM
 GRADES 7/8 (Split to be determined by individual district)
 Unit 1: The Global Heritage of the American People Prior to 1500

<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
History and the Social Sciences: The Study of People	To understand the social scientific method and techniques used by social scientists to study human cultures To understand how the social scientific method and techniques can be applied to a variety of situations and problems To formulate social science questions and define social science issues and problems	History and the Other Social Sciences Provide a Framework and Methodology for a Systematic Study of Human Cultures 1. The role of history and the historian 2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology The Social Scientific Method as a technique for problem solving and decision making	Change	Glacier Culture Artifact Archaeology Primary source Pre-Columbian civilization	<ul style="list-style-type: none"> • What is social studies? • How does the scientific method separate fact from fiction? • How do historians research the past? • What are primary and secondary sources? • How do anthropology, economics, geography, political science, psychology, and sociology assist historians as they uncover the past, research the present, and forecast the future? 	<ul style="list-style-type: none"> • TEACHER'S NOTE: These understandings may be introduced at the beginning of both grades 7 and 8, but should be infused and applied when ever possible in all units. • Analyze primary and secondary source documents to understand the purpose and usefulness of both. • Use primary source documents (letters, deeds, and maps). Based upon the documents chosen, ask students to gather data and formulate hypotheses as though they were: <ul style="list-style-type: none"> • historian • economist • sociologist • geographer • <i>*Skills: Use of primary documents, data collection, hypothesis formation</i> • Create a web graphic organizer to demonstrate the interrelationships of the social sciences. • Play a simulation called the "Social Scientist Game"- watching video clips, etc. Students are challenged to make observations of a social scientist • Iroquois- compare and contrast Iroquois creation myth to Genesis and other native myths • European Concepts- using models, leads, food samples and other props on large floor map, students review impact of crusades on Middle Ages leading then to the Age of Exploration 	<ul style="list-style-type: none"> ▪ Give students new documents they have not used or seen before and ask them to generate testable hypotheses. What data can they identify to support/ refute their hypotheses? What additional evidence would they gather to test their hypotheses, and how would they gather it? 	2 weeks

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Geographic Factors Influence Culture	To describe the relationships between people and environments and the connections between people and places To describe the reasons for periodizing history in different ways To map information about people, places, and environments To identify and compare the physical, human, and cultural characteristics of different regions and people To understand the geography of settlement patterns and the development of cultural patterns	Theories Attempt to Explain Human Settlement in the Americas 1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas. 2. Native American Indians believe in indigenous development with migration patterns in both directions. Geographic factors affected the settlement patterns and living conditions of the earliest Americans. Major Native American Indian Civilizations in Central and South America 1. The Aztecs 2. The Mayas 3. The Incas	Movement World in Spatial Terms Environment and Society Science and Technology Culture Diversity	Land bridge	<ul style="list-style-type: none"> • What are the origins of humans in the Americas? • What is culture? • How does geography affect culture? • How do maps provide information about people, places, and physical and cultural environments? • How does geography affect how and where people live? • How did geographic factors affect political, social, and economic aspects of life in the Mayan, Aztec, and Incan cultures? 	TEACHER'S NOTE: Teachers may wish to introduce the six essential elements of the national geography standards at this point (see Standard 3). Developments in Aztec, Mayan, and Incan culture (i.e., religion, government, technology) may be compared and contrasted to contemporaneous European culture (see Standard 2: Establishing time frames, exploring different periodizations) <ul style="list-style-type: none"> ▪ Using a computer simulation, <u>Explorers of the New World</u>, students learn about Aztec culture and impact of arrival of Europeans 	<ul style="list-style-type: none"> • Map assessment: locate and explain the land bridge. • Students are presented with a series of pictures displaying a particular environment. They must describe the culture that would likely emerge - including the food, clothing, shelter, social, political, economic, spiritual aspects. 	2 weeks

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Iroquoian and Algonquian Civilizations on the Atlantic Coast of North America	To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations To map information about people, places, and environments To understand the world view held by native people of the Americas and how it developed To understand the ways different people view the same event or issues from a variety of perspectives	Iroquois (Haudenosaunee - People of the Long house) and Algonquian People adapted to the environment in which they settled. 1. Geographic regions of New York 2. Diversity of flora and fauna 3. Seasons and weather patterns 4. Kinds of settlements and settlement patterns The Iroquois (Haudenosaunee) Developed Cultural Patterns Which Reflected Their Needs and Values 1. Creation and religious beliefs 2. Importance of the laws of nature and the wise use of natural resources 3. Patterns of time and space 4. Family and kinship 5. Education 6. Government; Iroquois Confederacy and political organizations at the village level (tribal organizations) 7. Conceptions of land ownership and its use 8. Language Algonquian Culture Compared to that of the Iroquois 1. Spiritual beliefs 2. Spatial patterns	Places and Regions Culture Human Systems Environment and Society Belief Systems Government Diversity	Clan Confederation Nuclear family Myth Matrilinial	<ul style="list-style-type: none"> How did the Iroquois live? What are the political, social, and economic characteristics of each North American culture? How did geography influence the development of each culture? How did the North American world perspective differ from that of the Europeans? 	<ul style="list-style-type: none"> Use New York State maps and local resources to examine the Native American inhabitants of our region. Examine Native American folklore, stories, and oral history as an interdisciplinary project with English. Compare and contrast Iroquois Creation Myth to Genesis and other/or other Native Myths The effects of geographic environment on culture may be examined further by comparing and contrasting Iroquois and Algonquian cultures with native people in other cultural areas, such as the Great Tribes. TEACHER' S NOTE: In later units, comparison of the effect of environment may also be made with colonist (UNIT TWO) and Pre-Industrial Age pioneers (UNIT FIVE).	<ul style="list-style-type: none"> Students create and are evaluated on their own Native American Myth- reflecting Native American values and beliefs 	2 weeks

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European Conceptions of the World in 1500	To understand the world view held by Europeans prior to 1500 To understand the ways different people view the same event or issues from a variety of perspectives	European knowledge was based on a variety of sources 1. Accounts of early travelers and explorers 2. A variety of different maps 3. Writing of ancient scholars 4. Guesswork 5. Oral traditions and histories Different worldviews and ethnocentrism resulted in many misconceptions.	Movements of People and Goods	Oral traditions	<ul style="list-style-type: none"> • What did the Europeans know about the world in 1500? • How was the European worldview reflected in maps, artwork, and writing from the time? • How can misconceptions lead to stereotyping? 	<ul style="list-style-type: none"> • Distribute a variety of maps (pre- and post- Age of Discovery) which show growing European knowledge of the shape, size, and geography of the globe. • Rate the reliability of a variety of sources of information. • Using models, logos, food samples and other props on large floor map, students review impact of crusades on Middle Ages leading then to the Age of Exploration <i>*Skills: Map skills, hypothesis formation, drawing inferences from maps/primary sources</i>	<ul style="list-style-type: none"> • Assessment would be a series of maps on which students must identify key features as well as date with regard to the approximate period in history that the map would have been drawn. • Students create flow chart outlining cause and effect of the Fall of Rome, Middle Ages, Crusades, Renaissance, and Age of Exploration 	2 weeks

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Unit 2: European Exploration and Colonization of the Americas

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European Exploration and Settlement	<p>To understand major turning points such as the European exploration of and settlement in the Americas by investigating the causes and other factors that brought about change and the results of these changes</p> <p>To understand the impacts of European settlement on Native American Indians and Europeans</p> <p>To investigate why people and places are located where they are located and what patterns can be perceived in these locations</p> <p>To understand the ways different people view the same event or issues from a variety of perspectives</p>	<p>Motivating Factors</p> <ol style="list-style-type: none"> 1. Technological improvements in navigation 2. Consolidation of political power within certain countries in Europe 3. Desire to break into the Eastern trade markets 4. Missionary zeal <p>Geographic factors influenced European exploration and settlement in North and South America.</p> <ol style="list-style-type: none"> 1. Effects of weather and natural hazards on the Atlantic crossings 2. Characteristics of different physical environments in the Americas and where different Europeans settled 3. The development of "New England," "New France" and "New Spain" <p>Effects of exploration and settlement in America and Europe: Human-induced changes in the physical environment in the Americas caused changes in other places.</p> <ol style="list-style-type: none"> 1. Introduction of new diseases to the Americas was devastating. 2. The continued growth of population in colonies resulted in the unjust acquisition of Native American Indian Lands. 	<p>Inter-dependence</p> <p>Science and Technology</p> <p>Power</p> <p>Environment and Society</p>	<p>Astrolabe</p> <p>Caravel</p> <p>Renaissance Colony</p> <p>Northwest Passage</p> <p>Conquistadors</p> <p>Missionaries</p> <p>Courer de bois</p> <p>Middle passage</p> <p>racism</p>	<ul style="list-style-type: none"> • How did the Renaissance promote change? • What problems did early settlers face? • How did colonization change the Americas? • Can Native Americans and the colonists coexist in New York? • What were the major causes and effects of European exploration? • How have the events of exploration and colonization been interpreted throughout history? 	<ul style="list-style-type: none"> • Read/ listen to audio book "Crossing the Atlantic." Discuss, compare and contrast to travel today <p><i>*Essential skills: Data collection, use of media and visuals to communicate ideas; synthesis - organize and bring structure to ideas, events, trends</i></p> <p>TEACHER'S NOTE: Teachers may convey the changes in interpretation of history (see Standard 1: The skills of historical analysis...) when describing differences between "discovery" and "contact."</p> <ul style="list-style-type: none"> • Draw/make models of new inventions that aided exploration. • Compare and contrast New England, New France, and New Spain in political, social, and economic aspects of life. • Study the Columbian exchange as an interdisciplinary unit with science. • Bring in samples of "old world" and "new world" foods. Challenge students to categorize 	<p>Students write diary/journal entries as a fictional character leaving Europe, surviving Atlantic Crossing, Arriving in New World</p>

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European Exploration and Settlement (Cont).	<p>To understand major turning points such as the European exploration of and settlement in the Americas by investigating the causes and other factors that brought about change and the results of these changes</p> <p>To understand the impacts of European settlement on Native American Indians and Europeans</p> <p>To investigate why people and places are located where they are located and what patterns can be perceived in these locations</p> <p>To understand the ways different people view the same event or issues from a variety of perspectives</p>	<p>3. New types of foods improved both European and Native American Indian health and life spans.</p> <p>4. Economic and political changes in the balance of power in Europe and the Americas</p> <p>5. and the Americas</p> <p>6. Introduction of African slaves into the Americas</p> <p>Exploration and Settlement of the New York State Area by the Dutch and English</p> <p>1. Relationships between the colonists and the Native American Indians</p> <p>2. Similarities between the Europeans and Native American Indians</p> <p>a. The role of tradition</p> <p>b. The importance of families and kinship ties</p> <p>c. The hierarchical nature of the community and family</p> <p>d. The need to be self-sufficient</p> <p>3. Differences</p> <p>a. Ideas about land ownership</p> <p>b. Roles of men and women</p> <p>c. Beliefs about how people from different cultures should be addressed</p> <p>Rivalry between the Dutch and English eventually resulted in English supremacy.</p>	<p>Inter-dependence</p> <p>Science and Technology</p> <p>Power</p> <p>Environment and Society</p>	<p>Astrolabe</p> <p>Caravel</p> <p>Renaissance</p> <p>Colony</p> <p>Northwest Passage</p> <p>Conquistadors</p> <p>Missionaries</p> <p>Courer de bois</p> <p>Middle passage racism</p>	<ul style="list-style-type: none"> • How did the Renaissance promote change? • What problems did early settlers face? • How did colonization change the Americas? • Can Native Americans and the colonists coexist in New York? • What were the major causes and effects of European exploration? • How have the events of exploration and colonization been interpreted throughout history? 	<p><u>Suggested Documents:</u> Journal of Christopher Columbus</p> <ul style="list-style-type: none"> • Results of contact (the Colombian exchange) may be viewed in terms of positive and negative effects for all participants; however, students should be aware that some groups were unwilling participants. 	<p>Students write diary/journal entries as a fictional character leaving Europe, surviving Atlantic Crossing, Arriving in New World</p>

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Colonial Settlement: Geographic, Political and Economic Factors	To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period To investigate why people and places are located where they are located and what patterns can be perceived in these locations To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs	English colonies: New England, Middle Atlantic, Southern <ol style="list-style-type: none"> 1. Reviewed as a geographic region - criteria to define regions, types of regions 2. Settlement patterns: who? when? why? 3. Economic patterns emerge to meet diverse needs: urban and agricultural settlements 4. Political systems: the Mayflower Compact 5. Social order French and Spanish Colonies <ol style="list-style-type: none"> 1. Reviewed as a geographic region - types, connections between regions 2. Settlement patterns: who? when? why? 3. Economic patterns emerge to meet diverse needs 4. Political systems and social order 	Culture Places and Regions Human Systems Economic System Political Systems Diversity	Charter Representative Magna Carta	<ul style="list-style-type: none"> ▪ How did Spanish, English, and French colonies differ? ▪ What are the political, economic, and social roots of colonial settlements in the America? ▪ What role did geography play in the settlement pattern? 	<i>*Essential skills: Frame of reference/perspective taking skills; analysis - separating fact from opinion</i> <ul style="list-style-type: none"> • Journal writing of actual or fictitious immigrants describing the hardships of the passage from Europe and the settlement of the New World. <i>*Essential skills: Written communication skills, creative writing; integration/synthesis of historical data with fictional elements; frame of reference/ perspective taking skills</i> TEACHER'S NOTE: this section includes comparisons between European nations, their colonial objectives, and the methods they used to reach their goals (see Standard 2: The study of world history requires an understanding of world cultures and civilizations...) <ul style="list-style-type: none"> ▪ Compare and contrast the English, French, and Spanish colonies, using a chart to show political, economic, and social differences. ▪ Map the geography of each type of colony. Use the geography to explain differences in the types of settlements in each region. ▪ <u>Suggested Documents:</u> The Mayflower Compact (1620): "...do enact, constitute, and frame, such just and equal laws..." 	<ul style="list-style-type: none"> ▪ Journal entry rubric 	2 weeks

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Life in Colonial Communities	To understand how European and other settlers adapted to life in the American colonies To classify major developments into categories such as social, political, geographic, technological, scientific, cultural, or religious To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer generated models	Colonial communities were the center of social, economic and political life and tended to develop along European patterns 1. Variations were found a. Religious based b. Slave and free black communities c. Place of national origin 2. The social structure promoted interdependence 3. Social goals promoted community consciousness over individual rights 4. Role of religions a. Puritans b. Quakers c. Catholics d. Others 5. Survival demanded cooperation and a strong work ethic 6. Importance of waterways 7. A hierarchical social order created social inequity Structure and Roles of Colonial Families 1. Nuclear Families made up the basic social and economic unit 2. Authority and obligation followed kinship lines 3. Roles of family members	Culture Diversity Inter-dependence Belief Systems Places and Regions Human Systems	Apprentice Public school Indentured servant Toleration Patroons Cash crop	<ul style="list-style-type: none"> How did colonial communities survive What makes a family work? How did colonial communities reflect their geography and heritage? How did settlers adapt to the new environments? How did colonial life evolve? What kinds of political systems were created to provide order and justice? What kinds of economic systems were created to answer the three basic economic questions: What goods and services shall be produced? How shall they be produced? For whom shall they be produced? 	<ul style="list-style-type: none"> Student groups research the New England, Middle, and Southern colonies, then jigsaw to share findings. Finally, groups make oral presentations on their region. Students become 17th century travel agents- must convince people to travel to New World <p><i>*Essential skills: Group planning and cooperation; comparing and contrasting</i> <i>Essential skills: Synthesis; presenting in various media</i> TEACHER'S NOTE: Teachers may emphasize the evolving nature of colonial culture that was different than that of the English mother country and resulted in a New American culture.</p> <ul style="list-style-type: none"> Recreate colonial communities on paper or in play form to show how people lived in colonial times. Field trip to a restored colonial village. Watch (guided viewing) video drama on Salem Witch Trials 	<ul style="list-style-type: none"> Oral presentation rubric Student choose a region or colony and create travel brochures encouraging people to travel to their region 	2 weeks

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Life in Colonial Communities	To investigate how people in colonial communities answered the three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?, and solve their economic problems To analyze how values of people affect the guarantee of civil rights and make provision for human needs	Life in Colonial Communities Was a Reflection of Geographic and Social Conditions 1. Impact of physical environments on a. Travel b. Communication c. Settlements d. Resource use 2. Social conditions led to a. Different forms of government b. Varying roles of religion c. Inequalities of economic conditions d. Unequal treatment of blacks 3. The impact of geographic and social conditions could be seen in the divergent land holding systems which developed in: a. New England b. New Netherlands: patroonship system c. Southern colonies: Plantation system 4. Life in French and Spanish colonies was both similar to and different from life in other colonies.	Economic Systems	Patroons Cash crop	<ul style="list-style-type: none"> • What kinds of social systems were created to satisfy religious and cultural needs? • How did geography and social conditions shape the different colonial regions? 	<ul style="list-style-type: none"> • Make maps to show geographic features that affected colonial life such as waterways, topography, climate, and natural resources. • Study colonial life through historical fiction during an interdisciplinary English/social studies unit. • Use primary sources such as letters, diaries, inventories, newspapers, and documents such as the Mayflower compact to bring the colonial era to life. • Create colonial newspapers addressing political, social, and economic issues and events in different colonies. Each paper should have a patriot or loyalist point of view. • TEACHER'S NOTE: Teachers may emphasize differences between New England, Middle, and Southern colonies (see Standard 3: Geography can be divided into six essential elements...). Differences observed in this unit may be reviewed while studying the writing of the Constitution (UNIT FOUR), sectionalism in the Pre-industrial Age (UNIT FIVE), and the causes of the Civil War (UNIT SIX). 	2 weeks

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Background Causes of the American Revolution	<p>To understand the economic , political, and social causes of the American Revolution</p> <p>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</p> <p>To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems</p> <p>To consider the nature and evolution of a constitutional democracy</p>	<p>Economic Factors</p> <ol style="list-style-type: none"> 1. Growth of mercantilism: triangular trade 2. Rise of an influential business community in the colonies 3. Cost of colonial wars against the French <p>Political Factors</p> <ol style="list-style-type: none"> 1. The role of the British Civil War 2. Periods of political freedom in the colonies 3. Impact of the French and Indian War: Albany Plan of Union 4. Political thought of the Enlightenment influenced prominent colonial leaders. <p>New Social Relationships between European Powers and the American Colonies: Development of a New Colonial Identity</p>	<p>Imperialism</p> <p>Economic Systems</p> <p>Decision Making</p> <p>Culture</p> <p>Identity</p>		<ul style="list-style-type: none"> • What are the political, economic, and social causes of the American Revolution? • How did public opinion evolve in regard to the movement for independence? 	<ul style="list-style-type: none"> • Map the triangular trade route. Use a key • Use primary sources such as the "Join or Die" cartoon and the text of the Albany Plan of Union to examine the French and Indian War as a cause of the Revolution • Students should define and apply major economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems 	<ul style="list-style-type: none"> • Draw a political cartoon demonstrating understanding of point of view/frame of reference. • Alternatively, draw two political cartoons referring to the same event, but from two distinct points of view (e.g., Patriot/Loyalist, colonist/ English) • DBQ rubric 	

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The Shift from Protest to Separation	<p>To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence</p> <p>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</p> <p>To consider the nature and evolution of constitutional democracies</p>	<p>New British Attitude toward Colonies Following Victory over France</p> <ol style="list-style-type: none"> Colonies could not protect themselves. Colonies were not paying a fair amount toward their support. <p>New British Policies Antagonized Many Americans</p> <ol style="list-style-type: none"> Various acts of Parliament such as the Quebec Act New tax policies and taxes: Stamp Act and others Other acts of repression: Zenger case and others <p>Public opinion was shaped in different forums.</p> <ol style="list-style-type: none"> Political bodies Public display and demonstration Print media <p>Wide Variety of Viewpoints Evolved</p> <ol style="list-style-type: none"> Complete separation More autonomy for the colonies No change in status quo: the Loyalist position 	<p>Imperialism</p> <p>Economic Systems</p> <p>Scarcity</p> <p>Justice</p> <p>Choice</p> <p>Decision Making</p>	<p>Mercantilism</p> <p>Navigation Acts</p> <p>Import</p> <p>Export</p> <p>Durgess</p> <p>Triangular Trade</p> <p>"No taxation without representation"</p> <p>Power of purse</p> <p>Repeal</p> <p>Boycott</p> <p>Writ of Assistance</p> <p>Non-importation</p> <p>Committee of correspondence</p>	<ul style="list-style-type: none"> What factors led many colonists to develop ideas of independence and freedom? How did colonial protests against Britain escalate? What specific British policies galvanized public opinion in the colonies? 	<p>TEACHER'S NOTE: Students should apply the concept of multiple causation while reviewing the events leading up to the American Revolution (see Standard 1: The skills of historical analysis...).</p> <ul style="list-style-type: none"> Role play/simulate the trial of the soldiers in the Boston Massacre. <i>*Skills: Effective verbal expression/public speaking; defining issues, identifying conflicting views and values; perspective taking</i> Illustrate famous quotations from the period with relevant cartoons or drawings in an interdisciplinary art/social studies unit. Students create their own editorial cartoons on events leading to American Revolution Compare the shaping of public opinion in colonial times with modern media techniques in an interdisciplinary English/social studies unit. Students, put in groups, play a computer simulation game: <u>Decisions, Decisions: Revolutionary Wars</u>, which mirrors the American Revolution <p><u>Suggested Documents:</u> Thomas Paine, <i>Common Sense</i>; artwork, Paul Rever's engraving of the Boston Massacre (1770).</p>	Cartoons are evaluated	

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Early Attempts to Govern the Newly Independent States	<p>To understand how the colonists attempted to establish new forms of self-government</p> <p>To investigate key turning points in New York State and United State history and explain why these events are significant</p> <p>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</p> <p>To describe how ordinary people and famous historic figures in the local community, State and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents</p>	<p>The Revolution Begins</p> <ol style="list-style-type: none"> 1. Early confrontations 2. Important leaders 3. First Continental Congress <p>The Second Continental Congress represented the first attempt to govern the colonies.</p> <ol style="list-style-type: none"> 1. "Republican" government 2. Request for state constitutions and political systems 3. Asserting independence <p>A movement for independence evolved from the political debate of the day.</p> <p>Declaration of Independence</p> <ol style="list-style-type: none"> 1. Origins 2. Content 3. Impact 4. Ideals embodied <p>Independence created problems for New Yorkers.</p> <ol style="list-style-type: none"> 1. Organizing a new state government 2. Economic problems 3. Political factions 4. Slavery 5. Recruitment of soldiers for the war 	<p>Change</p> <p>Nationalism</p> <p>Political Systems</p> <p>Decision Making</p> <p>Belief Systems</p>	<p>Consent</p> <p>Self evident</p> <p>Abolish</p>	<ul style="list-style-type: none"> • Why did compromise fail? • How did the colonies organize for war? • What does the Declaration of Independence mean? • What political systems were established in the colonies? • How did the American Revolution parallel the move toward self-government? • What were the major documents of the independence movement and how were they produced? 	<p>TEACHER'S NOTE: Student understanding of the Declaration of Independence (i.e., unalienable rights, the purpose of government) is essential in understanding such related topics as the Bill of Rights (UNIT FOUR), the Progressive movement (UNIT SEVEN), and the civil rights movement (UNIT ELEVEN).</p> <ul style="list-style-type: none"> • Rewrite the Declaration of Independence in contemporary language (suitable as an individual or group project). <p><i>*Skills: Effective written communication; analysis of primary source; communicating ideas in written form</i></p> <ul style="list-style-type: none"> ▪ Students create Revolutionary War newspapers- half Patriot, half Loyalist/Tory <p><i>*Skills: Effective verbal expression/public speaking; defining issues, identifying conflicting views and values; perspective taking</i></p> <ul style="list-style-type: none"> ▪ Language arts/ social studies interdisciplinary project- mock trial with theme "When, if ever, is it justifiable to break the law?" Paul Revere, Sam Adams, and others put on trial <p><i>*Skills: Identifying and using primary sources, organizing and collecting data; synthesis and evaluation; oral/public speaking skills</i></p> <ul style="list-style-type: none"> • Rewrite the Declaration of Independence in modern language. • Write a constitution for New York State and compare it to the original 1777 version. • Make a timeline of events in the move toward independence. <p><u>Suggested Documents:</u> Declaration of Independence (1776), New York State Constitution of 1777</p>	<p>Newspapers assessed</p> <p>Mock Trial evaluated</p>	5 weeks

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
Military and Political Aspects of the Revolution	<p>To understand how the colonists were able to unite against British power to win a major military and political victory</p> <p>To understand how events on the national level influenced and affected New Yorkers</p> <p>To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups</p> <p>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources</p>	<p>Strategies of the Principal Military Engagements</p> <ol style="list-style-type: none"> 1. Washington's leadership 2. New York as the object of strategic planning 3. Evolution of the War from the North to the South: Lexington and Concord to Saratoga to Yorktown <p>Role of the Loyalists</p> <ol style="list-style-type: none"> 1. In New York City 2. Colonists of Nova Scotia, Quebec and Prince Edward Island did not join the Revolution. <ol style="list-style-type: none"> a. Refuge for Loyalists b. Staging found for attacks on New York's patriots <p>The outcome of the war was influenced by many factors.</p> <ol style="list-style-type: none"> 1. Personalities and leadership 2. Geography: importance of various physical features 3. Allocation of resources 4. Foreign aid: funds and volunteers 5. Role of women, Blacks and Native American Indians 6. Haphazard occurrences of events: the human factor 7. Clash between colonial authority and Second Continental Congress 	<p>Change Identity</p> <p>Scarcity</p> <p>Environment and Society</p> <p>Power</p>	<p>Militia</p> <p>Minuteman</p> <p>Blockade</p> <p>Traitor</p> <p>Loyalist</p> <p>Tory</p> <p>Patriot</p>	<ul style="list-style-type: none"> • What strategies did the British and Americans employ? • Why did some New Yorkers fight for the British? • What was the military course of the Revolutionary War? • What role did leadership, commitment, and luck play in the American victory over the British? • What political, economic, and social issues brought people together against the British? 	<p><i>*Skills: Identifying/using primary sources, organizing and collecting data; synthesis and evaluation; oral/public speaking skills</i></p> <ul style="list-style-type: none"> • Map the battle sites and create a detailed key. • Analyze artwork from the Revolutionary era, e.g., "Washington Crossing the Delaware" by Emanuel Leutze; analyze music from the period, e.g., "Yankee Doodle" • Music/ social studies interdisciplinary activity- listen to, students play music of the Revolutionary War Period • Reenactors from Kingston 1776 Colonial Militia visit classroom • View a reenactment of a Revolutionary battle or engage a reenactment soldier to visit your classroom and speak about military life. <p><u>Suggested Documents:</u> Thomas Paine, <i>The Crisis</i>; artwork, "Washington Crossing the Delaware,"; song, "Yankee Doodle".</p>	<p>Either assess presentation directly, or assess via essay after presentations are complete.</p>	4 weeks

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
Economic, Political and Social Changes Brought about by the American Revolution	<p>To understand how a revolution can have a profound effect on the economic, political, and social fabric of nation</p> <p>To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs</p> <p>To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions</p> <p>To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</p> <p>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources</p>	<p>On the National Level</p> <ol style="list-style-type: none"> 1. Britain gave up claims to govern 2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence. 3. American economy was plagued by inflation and hurt by isolation from world markets. <p>In New York State</p> <ol style="list-style-type: none"> 1. The effects of the American Revolution on Iroquois Confederacy 2. Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French and British balance 3. A republican ideology developed which emphasized shared power and citizenship participation. <p>In the Western Hemisphere</p> <ol style="list-style-type: none"> 1. Britain did not accept the notion of American dominance of the hemisphere. 2. The remaining British colonies in Canada strengthened their ties to Great Britain. 3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule. 	Change Scarcity Power Imperialism Nationalism	Nationalism	<ul style="list-style-type: none"> • How did the war affect life in New York State? • How did the war affect life in the United States? • How did the war affect the balance of power in the western hemisphere? • How did the Revolution change people's lives? • How have different analysts interpreted these political, economic, and social changes? • Was the American Revolution a "revolution" for all of the participants? Why or why not? 	<ul style="list-style-type: none"> • Classify the effects into political, social, and economic categories. 	<ul style="list-style-type: none"> • DBQ with graphic organizer after this section 	4 weeks

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GRADES 7/8 (Split to be determined by individual district)
Unit 4: Experiments in Government

<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
The Articles of Confederation and the Critical Period	To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation To consider the nature and evolution of constitutional democracies	<p>Need for a Formal Plan of Union</p> <ol style="list-style-type: none"> 1. Historical precedents: the Albany Plan of Union 2. Development of state constitutions 3. Inadequacy of Continental Congress as a national government <p>Development of Formal Plan of Government</p> <ol style="list-style-type: none"> 1. Draft and debate in Congress, 1776 - 1777 2. Ratification by the states, 1778 - 1781 Period of operation, 1781 - 1789 <p>The Structure of Government Under the Articles of Confederation</p> <ol style="list-style-type: none"> 1. Congress was the only branch of government. 2. Each state had equal representation. 3. Congress's power under the Articles included: <ol style="list-style-type: none"> a. Making war and peace b. Conducting foreign and Native American Indian affairs c. The settlement of disputes between and among states d. Issuance of currency and borrowing <p>The Articles suffered from many weaknesses.</p> <ol style="list-style-type: none"> 1. Indirect representation 2. No coercive power; decisions more advisory than binding: e.g., Shay's Rebellion 3. Lack of national executive and judicial functions 4. Lack of taxing power 5. Difficulty in passing legislation <p>The Articles did have several achievements and contributions.</p> <ol style="list-style-type: none"> 1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787 2. Developed the privileges and immunities of citizenship 3. Developed the concept of limited government 	<p>Political Systems</p> <p>Choice</p> <p>Decision Making</p> <p>Government</p> <p>Scarcity</p> <p>Human Systems</p>	Economic depression	<ul style="list-style-type: none"> • What are the origins of the Articles of Confederation? • Did the Articles of Confederation succeed? • What is a government? • How did the first United States government operate? 	<ul style="list-style-type: none"> • Show the video "An Empire of Reason" (Available from BOCES CIS) • Research or lecture on basic facts of the weaknesses under the Articles of Confederation. Design a visual (poster, cartoon, video, etc.) depicting the weaknesses and/or achievements under the Articles of Confederation. • Make a Venn diagram to show the powers of the national government and the powers of the state governments under the Articles of Confederation. • Working in groups, students challenged to create their own governments. Using "Lord of the Flies" concept, students on deserted island are forced to make decisions <p><u>Suggested Documents:</u> Albany Plan of Union (1754), Articles of Confederation</p>	<ul style="list-style-type: none"> • Visual rubric • Comparison rubric • Debate rubric (ELA) 	6 weeks

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
The New York State Constitution of 1777	To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution To compare and contrast the development and evolution of the Constitutions of the United States and New York State To understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority	Adopted by Convention without Submission to Popular Vote <ol style="list-style-type: none"> 1. Included Declaration of Independence 2. Influence of leaders such as John Jay Chronology of the Document <ol style="list-style-type: none"> 1. Draft and debate in convention, 1776 - 1777 2. Period of operation, 1777 - 1822 Form of Early State Government <ol style="list-style-type: none"> 1. Similar to colonial government 2. Governor with limited authority and 3 year term 3. Inclusion of rights and liberties 4. First system of State courts 5. Limited franchise 6. Bicameral legislature: Senate-4 year term; Assembly-1 year Effectiveness <ol style="list-style-type: none"> 1. Smoother functioning than national government under the Articles of Confederation 2. Cumbersome administrative procedures 3. Excessive use of veto procedures 	Power Government Political Systems		<ul style="list-style-type: none"> • How did the New York State Constitution serve as a blueprint for the US Constitution? • How did the New York State Constitution reflect the principles embodied in the Declaration of Independence? 	TEACHER'S NOTE: The Declaration of Independence ended the legality of colonial government. Students should understand that all states developed new institutions and laws and that several, such as New York, influenced the writing of the United States Constitution. <ul style="list-style-type: none"> • Make a three-way Venn diagram to compare the Articles of Confederation, the New York State Constitution, and the United States Constitution. • Diagram the three branches of the New State government <u>Suggested Documents:</u> United States Constitution, New York State Constitution of 1777, Articles of Confederation, Declaration of Independence	<ul style="list-style-type: none"> • Comparison rubric 	6 weeks

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
The Writing, Structure and Adoption of the United States Constitution	<p>To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place</p> <p>To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time</p>	<p>Annapolis Convention, 1786</p> <ol style="list-style-type: none"> 1. Impracticality of correcting weaknesses in Articles of Confederation 2. Need for an improved form of government without losing key elements of a new philosophy of government 3. The decision to write a Constitution <p>Constitutional Convention: Setting and Composition</p> <p>Major Issues</p> <ol style="list-style-type: none"> 1. Limit of power: national versus state 2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals <p>The Need for Compromise</p> <ol style="list-style-type: none"> 1. The issue of "Federal" or a "National" government 2. The Great Compromise over representation 3. The three-fifths compromise on slavery 4. The commerce compromises <p>The Underlying Legal and Political Principles of the Constitution</p> <ol style="list-style-type: none"> 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights <p>The Constitution and the Functioning of the Federal Government</p> <ol style="list-style-type: none"> 1. The preamble states the purpose of the document 2. The structure and function of the legislative, executive and judicial branches (Articles I, II, III) 3. The relation of states to the Federal union (Article IV) 4. Assuming the responsibility for a federal system (Article V) 	<p>Change</p> <p>Political Systems</p> <p>Government</p> <p>Justice Power</p> <p>Decision Making</p>	<p>Execute</p> <p>Constitution</p> <p>Bill of Rights</p> <p>Federal</p> <p>Federalism</p> <p>Executive</p> <p>Legislative</p> <p>Judicial</p> <p>Compromise</p> <p>Separation of Powers</p> <p>Checks and balances</p> <p>Bills</p> <p>Veto</p> <p>Overriding</p> <p>Impeach</p> <p>Federalists</p> <p>Antifederalist</p> <p>Amend</p> <p>Due process</p> <p>ratify</p>	<ul style="list-style-type: none"> • What compromises led to the ratification of the US Constitution? • What ideas and values guided the Founding Fathers? • How were those ideas and values implemented in the new government? • Why was a new constitution necessary? 	<p>TEACHER'S NOTE: As a living document the Constitution should be revisited throughout grades 7 and 8 as questions of the federal government are examined, as well as when amendments are added.</p> <ul style="list-style-type: none"> • Role play-creating laws. Students put into mini-model, Congress activities <p><i>*Skills: Effective public speaking; identify conflicting views and define issues; role-playing/ perspective taking</i></p> <ul style="list-style-type: none"> • Chart and analyze the 3 branches of government, focusing on separation of powers/checks and balances <p><i>*Skills: Using visuals to organize and communicate information; classify and categorize data; recognize advantages of charts and visuals</i></p> <ul style="list-style-type: none"> • Write a classroom constitution. <p><i>*Skills: Critical thinking - synthesis; group planning/cooperation; assuming responsibility for carrying out tasks; identify types and kinds of information needed</i></p>	<ul style="list-style-type: none"> • Role-play rubric • Evaluation rubric • DBQ developed after this section- with pre and post test checklist 	6 Weeks

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
The Writing, Structure and Adoption of the United States Constitution (cont.)	<p>To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution</p> <p>To compare and contrast the development and evolution of the constitutions of the United States and New York State</p> <p>To define federalism and describe the powers granted to the national and state governments by the United States Constitution</p>	<p>The Constitution as a Living Document</p> <ol style="list-style-type: none"> 1. The elastic clause and delegated power facilitate action 2. Amendment procedure as a mechanism for change (Article V) 3. The Bill of Rights 4. Supreme Court decision (e.g., Tinker v. Des Moines School District, 1969) <p>The Evolution of an "Unwritten Constitution"</p> <ol style="list-style-type: none"> 1. Political parties 2. The President's cabinet 3. President's relation to congress 4. Committee system in congress 5. Traditional limitations on a Presidential term <p>The Ratification Process</p> <ol style="list-style-type: none"> 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention <ol style="list-style-type: none"> a. Federalists-Hamilton b. Anti-Federalists-Clinton 4. Formal ratification of the Constitution and launching of the new government 5. The personal leadership of people like: Washington, Franklin, Hamilton, Madison 	<p>Change</p> <p>Political Systems</p> <p>Government</p> <p>Justice Power</p> <p>Decision Making</p>	<p>Execute Constitution</p> <p>Bill of Rights</p> <p>Federalism</p> <p>Executive Legislative</p> <p>Judicial</p> <p>Compromise</p> <p>Separation of Powers</p> <p>Checks and balances</p> <p>Bills</p> <p>Veto</p> <p>Overriding</p> <p>Impeach</p> <p>Federalists</p> <p>Antifederalist</p> <p>Amend</p> <p>Due process</p> <p>ratify</p>	<ul style="list-style-type: none"> • How does the Constitution embody the principles of the Declaration of Independence • How do federalism and separation of powers promote those principles in the Constitution? 	<p>TEACHER'S NOTE: This section focuses upon the basic civic values of the American people (Standard 5: Civics, Citizenship, and Government) as implemented through laws and practices.</p> <ul style="list-style-type: none"> • Write the Preamble in your own words. • Make a graphic organizer of Articles I, II, and III. • Write the Bill of Rights in your own words. • Illustrate one of the first 10 amendments. • Mini debates on key amendment issues: 1st, 2nd, 4th, 8th, 22nd • Propose new amendments to the Constitution. <p><u>Suggested Documents:</u> United State Constitution (1789), Bill of Rights, and the Federalist Papers</p>	<ul style="list-style-type: none"> • Role-play rubric • Evaluation rubric • DBQ developed after this section- with pre and post test checklist 	6 weeks

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Unit 5: Life in the New Nation

<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
New Government in Operation	<p>To understand how the new nation established itself and began to operate</p> <p>To understand how political parties emerged as a response to concerns at the local, state and national levels</p> <p>To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice</p> <p>To understand the relationship between and the relative importance of United States domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past and present</p>	<p>Washington as President: Precedents</p> <p>Establishing Stability</p> <ul style="list-style-type: none"> Hamilton's economic plan The Whiskey Rebellion Preserving neutrality: the French Revolution, Citizen Genet, Jay and Pinckney treaties Political parties Election of 1800 Judicial review: Marbury v. Madison (1803) <p>Expanding the Nation's Boundaries</p> <ul style="list-style-type: none"> Pinckney Treaty with Spain Louisiana Purchase War of 1812: guaranteeing boundaries Monroe Doctrine: sphere of influence Purchase of Florida Native American Indian concessions and treaties <p>Challenges to Stability</p> <ul style="list-style-type: none"> French and English trade barriers and the Embargo Act War of 1812: second war for independence 	<p>Scarcity</p> <p>Inter-dependence</p> <p>Government</p> <p>Places and Regions</p> <p>Economic Systems</p> <p>Change</p>	<p>Precedent</p> <p>Cabinet</p> <p>Judicial review</p> <p>Unconstitutional</p> <p>Laissez-faire</p> <p>Nationalism</p> <p>War hawks</p> <p>Impressment</p> <p>Continental divid</p> <p>Embargo</p> <p>Protective tariff</p>	<ul style="list-style-type: none"> What challenges did the new government face? What factors promoted the physical growth of the US? How did European powers threaten the new nation? Why were the Monroe years called the Era of Good Feelings? 	<p>TEACHER'S NOTE: Map skills - this unit is a good opportunity to practice mapping skills, as the borders are rapidly shifting, and the Lewis and Clark expedition provides opportunities to practice charting skills.</p> <p>Teachers may describe the implementation of the new government as a period of experimentation.</p> <ul style="list-style-type: none"> Lewis and Clark projects have included plays, video productions, creating games, journals, maps, collages <p><i>*Skills: Mapping skills, group cooperation; synthesis</i></p> <ul style="list-style-type: none"> Journal, diary writing - students write journal or diary describing the hardships of and the sights and peoples they encountered as a participant on the Lewis and Clark expedition. <p><i>*Skills: creative writing; synthesis - integration of historical fact with creative writing</i></p>	<ul style="list-style-type: none"> Rubrics specific to each of these projects Journal entry rubric 	10 weeks

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New Government in Operation (Cont.)	<p>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</p> <p>To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems</p> <p>To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States</p>	<p>The Era of Good Feelings</p> <ul style="list-style-type: none"> Clay's American System Internal expansion: new roads, canals and railroads Protective tariffs National assertions: Marshall's decision, i.e., Gibbons v. Ogden (1824) Extension of slavery by the Missouri Compromise Threats to Latin America: the Monroe Doctrine Disputed election of 1824 	<p>Scarcity</p> <p>Inter-dependence</p> <p>Government</p> <p>Places and Regions</p> <p>Economic Systems</p> <p>Change</p>	<p>Precedent</p> <p>Cabinet</p> <p>Judicial review</p> <p>Unconstitutional</p> <p>Laissez-faire</p> <p>Nationalism</p> <p>War hawks</p> <p>Impressment</p> <p>Continental divide</p> <p>Embargo</p> <p>Protective tariff</p>	<ul style="list-style-type: none"> What political, economic, and social issues did the new nation confront under the Constitution? How did perspectives differ on the new nation's viability under the Constitution? 	<ul style="list-style-type: none"> Make a cause-and-effect diagram for the War of 1812. Map the geographic expansion westward and the ensuing expansion of slavery. <p><u>Suggested Documents:</u> Journals of Lewis and Clark; song, "The Star Spangled Banner"</p>	<ul style="list-style-type: none"> DBQ developed after this section with pre and post test checklist 	

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>
The Age of Jackson	<p>To understand how an American consciousness began to develop during Jackson's administration</p> <p>To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States at different times and in different locations</p> <p>To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents</p> <p>To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</p> <p>To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions</p>	<p>The Age of the "Common Man"</p> <ul style="list-style-type: none"> Expansion of suffrage Citizenship Election of 1828 Jackson: man, politician, President The "spoils system" New political parties <p>Jackson's Native American Indian policy reflected frontier attitudes.</p> <ul style="list-style-type: none"> Some Native American Indians resisted government attempts to negotiate their removal by treaty. Government policy of forced removals resulted in widespread suffering and death. Native American Indian territory Canadian governmental policies toward the Native American Indians in Canada <p>Intensifying Sectional Differences</p> <ul style="list-style-type: none"> Protective tariff, 1828 Nullification controversy, 1828, 1832 Clay's compromise tariff, 1833 <p>War on the Bank and Its Impact</p> <ul style="list-style-type: none"> Veto of the rechartering of the National Bank The Bank War Species circular, 1836 Panic of 1837 	<p>Identity</p> <p>Citizenship</p> <p>Power</p> <p>Diversity</p> <p>Human Rights</p> <p>Places and Regions</p> <p>Factors of Production</p> <p>Government</p>	<p>Suffrage</p> <p>Spoils system</p> <p>Pet bank</p> <p>Nullification</p> <p>States rights</p> <p>Secede</p>	<ul style="list-style-type: none"> What was Jacksonian Democracy? What was Jackson's policy toward Native Americans? How did sectional differences result in political conflict? How did the National Bank issue create a power struggle between the states and the federal government? How did Jackson's policies affect the political, economic, and social life of the nation? How was Jackson viewed by different groups of people? 	<p>TEACHER'S NOTE: Teachers may examine the irony of Jacksonian democracy that extended suffrage while supporting Indian removal. Students should have the opportunity to explore interactions between Native American Indians and European Americans on the American frontier and to examine these interactions from a variety of perspectives. In UNIT SIX, review growing sectionalism as an underlying cause of the Civil War.</p> <ul style="list-style-type: none"> Newspaper/editorial writing or classroom debate on the Jacksonian legacy: Was Jackson a great man whom fought for democracy, or an imperialist who mistreated the Native population? <p><i>*Skills: Public speaking or persuasive writing ; role-playing/ frame of reference; synthesis; evaluation</i></p> <ul style="list-style-type: none"> Use primary source documents to examine differing points of view on Jackson's policies. Make cartoons to show differing viewpoints. Students create editorial cartoons focusing on the Jacksonian Era Evaluate Jackson as a President, using his actions as a basis. Write a journal as a Cherokee boy or girl traveling the Trail of Tears. 	<ul style="list-style-type: none"> Written editorials taking a position on Jackson's role in history Constructing support rubric

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Time</i>
Preindustrial Age 1790 - 1860's	<p>To understand the way of life of an agrarian society</p> <p>To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy</p> <p>To describe historic events through the eyes and experiences of those who were there</p> <p>To explore the meaning of American culture by identifying the key ideas, beliefs and patterns of behavior, and traditions that help define it and unite all Americans</p>	<p>Portrait of the United States, 1800</p> <ul style="list-style-type: none"> • Agriculturally based economy • Urban centers on the coast • Poor communication and transportation systems • Self-sufficient • Regional differences <p>Patterns of Community Organization, Work, and Family Life in Agrarian America</p> <p>Technological changes altered the way people dealt with one another.</p> <ul style="list-style-type: none"> • Improving transportation made travel and communication easier. • Greater ties between communities were possible. • The Erie Canal and its impact: <ol style="list-style-type: none"> 1. Reasons for building the Erie Canal 2. Technology involved in the construction 3. Types and sources of labor: ethnic and racial labor force 4. Results of building the Erie Canal 	<p>Human Systems</p> <p>Culture</p> <p>Science and Technology</p> <p>Environment and Society</p> <p>Factors of Production</p> <p>Human Rights</p> <p>Change</p> <p>Diversity</p>	<p>Manifest destiny</p> <p>Forty niners</p> <p>Telegraph</p> <p>Clipper ship</p> <p>Skilled worker</p> <p>Trade union</p> <p>Discrimination</p> <p>Industrial Revolution</p> <p>Capitalists</p> <p>Factory system</p> <p>Nativists</p> <p>Cotton gin</p> <p>Interchangeable parts</p> <p>Turnpike</p>	<ul style="list-style-type: none"> • How did people live in 1800? • How did life change as a result of science and technology? • How did slavery divide the nation? • How did women initiate change in the 1800s? • How did the arts reflect the emerging American identity? 	<p>TEACHER'S NOTE: Several of the understandings in this section (i.e., rise of technology, industrialization and urbanization, reform) are mirrored in the second half of the 19th century. (UNIT SEVEN). Teachers may use examples from this section to illustrate key ideas from Standard 1 (The study of New York State and the United States history requires an analysis of the development of American culture.).</p> <ul style="list-style-type: none"> • Use primary sources and literature to introduce the many topics in this unit - lives of women, Industrial Revolution, westward expansion, abolition and other reform movements. Oral reports to class. <p><i>*Skills: Use of primary sources, public speaking/oral communication</i></p> <p><i>*Skills: Library research; organizing and evaluating data</i></p> <ul style="list-style-type: none"> • Role-play working in a factory- students doing rote, monotonous work in dark classroom 	<ul style="list-style-type: none"> • Oral report rubric • Book report rubric 	<p>10 weeks</p> <p>1½ week</p>

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Preindustrial Age 1790 1860's	<p>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems</p> <p>To understand how scarcity requires people and nations to make choices which involve costs and future considerations</p> <p>To develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions</p> <p>To describe the relationships between people and environments and the connections between people and places</p>	<p>The Impact of Early Industrialization and Technological Changes on Work and Workers, the Family and the Community</p> <ul style="list-style-type: none"> • An increase in the production of goods for sale rather than personal use • Increased purchasing of what was formerly produced at home • A new work ethic emerged <p>Family roles changed, affecting society in general.</p> <ul style="list-style-type: none"> • Changing role for women • Childhood became a more distinctive stage of life. • Roles of private agencies <p>Slavery and the Abolition</p> <ul style="list-style-type: none"> • Review the institution of slavery • The meaning and morality of slavery • Abolition movement: <ol style="list-style-type: none"> a. Leadership (Tubman, Garrison and others) b. Activities (e.g., Freedom Trail and the Underground Railroad) • Abolition in New York State • Canada's role • Effects of abolition 	<p>Human Systems</p> <p>Culture</p> <p>Science and Technology</p> <p>Environment and Society</p> <p>Factors of Production</p> <p>Human Rights</p> <p>Change</p> <p>Diversity</p>	<p>Manifest destiny</p> <p>Forty niners</p> <p>Telegraph</p> <p>Clipper ship</p> <p>Skilled worker</p> <p>Trade union</p> <p>Discrimination</p> <p>Industrial Revolution</p> <p>Capitalists</p> <p>Factory system</p> <p>Nativists</p> <p>Cotton gin</p> <p>Interchangeable parts</p> <p>Turnpike</p>	<ul style="list-style-type: none"> • How did social and economic life change as the United States began to move from an agrarian to an industrial society? • How did geographic factors contribute to this change? • How do statistics support historians as they research an era? 	<p><i>Skills: communicating ideas through various media (scrapbook, poster, travel brochure); application of knowledge to new medium</i></p> <ul style="list-style-type: none"> • Use local resources for primary and secondary sources—statistics, documents, and artwork from the time—to create a portrait of life in 1800. • Produce a case study of the Erie Canal and compare it with a canal or roadway in your local area. • Study the abolition movement and map the major stations on the underground railroad. • Examine the literature and art of the time and how it reflects American life, e.g., writings of James Fenimore Cooper, Washington Irving, Herman Melville, and Henry David Thoreau and art of the Hudson River School. • Work together with English teacher. Interdisciplinary lessons on Early American Literature and authors 	<ul style="list-style-type: none"> • Discussion regarding how working under these conditions affect quality of live • Create a "map" to add to their "map museum" 	<p>10 weeks</p> <p>1½ week</p>

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Preindustrial Age 1790 1860's 8 th Grade curriculum begins	To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems	<p>Social Changes</p> <ul style="list-style-type: none"> • Religious revival • Women's rights • Mental hospital and prison reform • Education • Temperance <p>An American Culture Begins to Emerge</p> <ul style="list-style-type: none"> • Literature • Art <p>Portrait of the United States, 1860</p> <p>*Growth brought about many changes and regions-the spatial patterns of settlement in different regions in the United States</p> <ul style="list-style-type: none"> • The size and shape of communities • Environmental impacts due to development of natural resources and industry - human modification of the physical environment • The diversity of people within the larger communities and regions • The ability of the political system within communities to deal with deviance <p>The Preindustrial Age took place in different places at different times</p> <ol style="list-style-type: none"> 1. The North <ol style="list-style-type: none"> a. Industrial base b. Increasing population c. Urban centered - "causes and consequences of urbanization" 2. The South <ol style="list-style-type: none"> a. Agricultural base (cotton) b. Impact of Industrial Revolution on agriculture c. Increasing slave population 	<p>Temprance movement</p> <p>Abolishonist</p> <p>Underground railroad</p> <p>Fredrick Douglas</p> <p>Harriet Tubman</p> <p>Seneca Falls Convention</p> <p>Washington Irving</p> <p>Nathaniel Hawthorne</p> <p>Herman Mellville</p> <p>William Brown</p> <p>Henry Longfellow</p> <p>Early American literature and Hudson River School of Artists</p>			<ul style="list-style-type: none"> • Discussion regarding how working under these conditions affect quality of live • Create a "map" to add to their "map museum"

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Unit 6: Division and Reunion

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>	<i>Time</i>
The Underlying Causes of the Civil War	<p>To understand the series of events and resulting conditions which led to the American Civil War</p> <p>To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historical events and issues from different perspectives</p> <p>To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850's</p>	<p>Territorial Expansion and Slavery</p> <ul style="list-style-type: none"> The secession of Texas, 1836 The Mexican War, 1846 - 1848 Oregon Territory The westward movement and its effects on the physical, social and cultural environments <p>The Emotional Impact of Slavery</p> <ul style="list-style-type: none"> <i>Uncle Tom's Cabin</i> John Brown's raid on Harper's Ferry Fugitive slave laws <p>Failure of Political Compromise</p> <ul style="list-style-type: none"> Compromise of 1850 Kansas-Nebraska Act, 1854 Founding the Republican Party, 1854 - 1856 <i>Dred Scott v. Sanford (1857)</i> Lincoln-Douglas debate, 1858 Election of 1860 Firing on Fort Sumter, 1861 	<p>Change</p> <p>Geography</p> <p>Diversity</p> <p>Decision Making</p>	<p>Missouri Compromise</p> <p>Sectionalism</p> <p>Popular sovereignty</p> <p>Free soil</p> <p>Fugitive</p> <p>Civil War</p> <p>Arsenal</p>	<ul style="list-style-type: none"> How did territorial expansion inflame the debate over slavery? What were the emotional responses to slavery? Why did political compromise fail? What political, social, and economic factors caused the Civil War? What were the conflicting perspectives on slavery? What kind of nation did the founding fathers create? What is to be done with the institution of slavery? Must sectionalism ultimately lead to disunion? 	<ul style="list-style-type: none"> Writing "person on the street" interviews to share understanding and development in Texas between 1821-1836 Staging debates to comprehend and communicate an understanding of Manifest Destiny Writing headlines to demonstrate and share an understanding of events, causes and effects of the Mexican War Create profiles to demonstrate and share knowledge about ethnic contributions to California's culture <p><i>*Skills: Perspective taking; research; define basic issues, identify assumptions and values</i></p> <ul style="list-style-type: none"> Categorize the causes of the Civil War. Define the northern and southern perspectives on these issues. Map the westward movement and its effects. Use primary sources to examine art, literature, and documents relevant to the pre-Civil War period. Role-play the compromises and debates. <u>Suggested Documents:</u> Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i> 	<p>Project rubric</p> <p>Analyzing perspectives rubric</p> <p>DBQ rubric</p> <p>DBQ on acquisition of U.S. territories</p>	1 week

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Classroom Ideas</i>	<i>Assessment Ideas</i>
The Civil War Breaks Out	<p>To understand the development and progress of the Civil War</p> <p>To investigate key turning points in the Civil War in New York State and the United States history and explain why these events or developments are significant</p> <p>To map information about people, places, and environments</p>	<p>The Presidency of Lincoln</p> <ul style="list-style-type: none"> Personal leadership Opposition Emancipation Proclamation <p>Advantages and Disadvantages of Each side</p> <p>Advantages- South:</p> <ul style="list-style-type: none"> Military Leadership Commitment of people to preserve their way of life <p>Advantages- North</p> <ul style="list-style-type: none"> Effective Navy Larger Army Manufacturing Agricultural production Transportation system <p>Disadvantages- South:</p> <ul style="list-style-type: none"> Lacked manufacturing Lacked a navy Not prepared for war <p>Disadvantages- North:</p> <ul style="list-style-type: none"> Lacked quality military leadership Not prepared for war <p>The military and political dimensions of the war</p> <ul style="list-style-type: none"> Geographic factors influenced the War's progress and outcome - role of physical and other barriers Major campaigns evolved around a changing strategy on both sides. 	<p>Power</p> <p>Diversity</p> <p>Factors of Production</p> <p>Government</p> <p>Environment and Society</p>	<p>Iron clads</p> <p>Emancipation</p> <p>Proclamation</p> <p>Civilian</p> <p>Bounty</p> <p>Draft</p> <p>Habeas Corpus</p> <p>Inflation</p> <p>Profitere</p> <p>Tax-in kind</p> <p>Slavery</p> <p>Confederacy</p> <p>Union</p> <p>Republican</p>	<ul style="list-style-type: none"> Was Lincoln a great leader? What were the advantages and disadvantages of the North and South? How did geography, technology, and politics affect wartime strategy? What was New York's role in the war? What was the course of the Civil War? What were its political, social, and economic ramifications? 	<ul style="list-style-type: none"> Interdisciplinary lessons on Civil War diaries Show parts of Ken Burns' video "The Civil War." Part One has excellent information on the causes. Other episodes cover major battles, growing opposition, the role of African Americans, the medical and other technological factors that influenced the war, etc. <p><i>*Skills: collecting data through various media (primary sources including photographs, diaries and journals)</i></p> <ul style="list-style-type: none"> Map work to visualize location of major battles and the role that geography as well as natural and man-made resources played in the war, is very helpful. <p><i>*Skills: Map skills; hypothesis formation; drawing inferences</i></p> <ul style="list-style-type: none"> Role play military leadership from the North and South Present students with series of geographic and resource maps and have groups formulate hypotheses about which side had which advantages, and what strategy their resources would dictate. <p><i>*Skills: Map skills; use of primary sources, charts, graphs; hypothesis formation; drawing inferences</i></p>	<ul style="list-style-type: none"> Students receive a map of a fictitious nation threatened with civil war. Students must analyze the map and devise a strategy based upon the natural and manmade resources available. Students will also predict (and defend their opinion) which side will be victorious. DBQ- construct on major Civil War battles

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The Civil War Breaks Out	<p>To describe the relationships between people and environments and the connections between people and places</p> <p>To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources</p>	<p>Wartime problems and political issues</p> <ul style="list-style-type: none"> • Foreign policy maneuvering was crucial to the final outcome <ul style="list-style-type: none"> a. Seward's concern with Mexico b. Emancipation Proclamation as an element of foreign policy • Technology of the War <p>New York State in the Civil War</p> <ul style="list-style-type: none"> • Military role • Political opposition in New York City • Conscription laws and draft riots <ul style="list-style-type: none"> a. Undemocratic nature of the draft b. Conscription as a factor in racism 	<p>Inter-dependence</p> <p>Science and Technology</p>	<ul style="list-style-type: none"> • Was Lincoln a great leader? • What were the advantages and disadvantages of the North and South? • How did geography, technology, and politics affect wartime strategy? • What was New York's role in the war? • What was the course of the Civil War? • What were its political, social, and economic ramifications? 	<ul style="list-style-type: none"> • Guide students to draw parallels between the issues between North and South v. issues between colonies and England <p><i>*Skills: Synthesis, evaluation</i></p> <ul style="list-style-type: none"> • Biographical focus on Abraham Lincoln. • Analyze the strengths and weaknesses of the North and the South at the beginning of the war. • Categorize the advantages and disadvantages—political, economic, and social. • Use local resources to examine the role of your community in the Civil War and local attitudes toward it. • Use primary sources such as diaries, letters, songs, and photographs to study personalities and issues involved in the Civil War. • Write the Gettysburg Address in your own words. • Map the progress of the war and make a detailed key. • Have students send telegraphic messages to demonstrate and share knowledge about inventions that changed life in the North after 1820 <p><u>Suggested Documents:</u> Lincoln's Gettysburg Address (1863): "...government of the people, by the people, for the people"; Emancipation Proclamation;</p>	

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Results of the Civil War	<p>To understand how the Civil War affected the development of the postwar United States and influenced other countries</p> <p>To describe how ordinary people and famous historic figures in the local community, the State and United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents</p> <p>To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</p> <p>To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice and equality</p> <p>To analyze the role played by the United States in international politics, past and present</p>	<p>Preservation of the Union</p> <p>Slavery is Abolished</p> <ul style="list-style-type: none"> The Emancipation Proclamation Civil Rights and the 13th Amendment <p>Political Power and Decision Making</p> <ul style="list-style-type: none"> Secession States' rights <p>Reconstruction - Theory, Practice and Termination</p> <ul style="list-style-type: none"> Lincoln's plan Johnson's plan and Congressional opposition resulted in his impeachment Congressional reconstruction Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians Problems of economic and social reconstruction led to sharecropping as a substitute for slavery The official end of Reconstruction in 1877 Segregation held legal: <i>Plessy v. Ferguson</i> (1896) <p>The Enormous Human Suffering and Loss of Life Caused by the War</p>	<p>Change</p> <p>Nationalism</p> <p>Human Rights</p> <p>Power</p> <p>Citizenship</p> <p>Government</p> <p>Empathy</p>	<p>Reconstruction</p> <p>Freedman's Bureau</p> <p>Assassination</p> <p>Black codes</p> <p>Radical</p> <p>Radical Reconstruction</p> <p>Share cropper</p> <p>Carpet bagger</p> <p>KKK</p> <p>Poll tax</p> <p>Literacy test</p> <p>Grandfather clause</p> <p>Segregation</p>	<ul style="list-style-type: none"> What were the results of the Civil War? How did the nation rebuild after the Civil War? What were the political, social, and economic effects of the Civil War? What happened to the South after the Civil War? What were the long-term economic, political, and social implications of Reconstruction? 	<ul style="list-style-type: none"> Groups to research political, economic, and social results of the war and then share their knowledge in jigsaw fashion. <p><i>*Skills: Research, group cooperation, oral communication/public speaking. Design of test questions is a synthesis skill.</i></p> <ul style="list-style-type: none"> Analyze primary source documents such as the Emancipation Proclamation and the Civil War Amendments. Debate Lincoln's plan, Johnson's plan, and the Radical Republicans' plan for Reconstruction. Compare the impeachment of Andrew Johnson with that of William Jefferson Clinton. <p><u>Suggested Documents:</u> Civil War Amendments 13, 14, 15</p>		<p>2 weeks</p> <p>6 weeks total for Civil War and Reconstruction</p>

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 Unit 7: An Industrial Society

<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
The Maturing of an Industrial Society in the Second Half of the 19 th Century	<p>To understand how industrialization led to significant changes in the economic patterns for producing, distributing and consuming goods and services</p> <p>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</p> <p>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth</p> <p>To understand how scarcity requires people and nations to make choices that involve costs and future considerations</p> <p>To understand how people in the United States and throughout the World are both producers and consumers of goods and services</p>	<p>Problems and Progress in American Politics: Framework for a Changing United States</p> <ul style="list-style-type: none"> • New problems created a changing role for government and the political system. • Scandals, depressions, and limitations of traditional politics resulted in reluctant change, e.g., civil service. • National politics was dominated by the Democratic and Republican parties. Third parties rose to meet special interests. • New York State and New York City in an era of machine politics, e.g., the Tweed Ring and Tammany Hall • Prevailing attitude of noninterference, "laissez faire", as the appropriate role for government, with some regulations to meet excess 	Identity and decision making	Network Consolidate Rebate Pool Vertical integration Capital Stock Trust Dividend Monopoly Free enterprise system Corporation	<ul style="list-style-type: none"> • How do we get what we want? • What is industry? • How are prices determined? • How do nations decide what to produce? • What is Inc.? • Union of what? For what? • What are the causes and effects of scarcity? • How did the United States respond to the three basic economic questions in the late 1800's? 	<ul style="list-style-type: none"> • Corporation Project: <ul style="list-style-type: none"> – Groups form a corporation and develop a product to present to the class. • Group project and presentation re: Age of Homespun vs. 2nd half of 18th Century • Compare the industrialization, urbanization, and reforms of the last half of the 19th century to similar developments during the first half of that century. • Identify ideas associated with the American economy and list the costs and benefits of each. <ul style="list-style-type: none"> – Individual entrepreneurship – Laissez-faire economy – Cheap labor – Free enterprise – Monopolies – Government regulation • Analyze political cartoons of the era. What was the role of journalists in exposing corruption? 	<ul style="list-style-type: none"> • Project rubric • Presentation rubric • Comparison rubric • DBQ rubric 	1 week

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
The Maturing of an Industrial Society in the Second Half of the 19 th Century	<p>To understand how industrialization led to significant changes in the economic patterns for producing, distributing and consuming goods and services</p> <p>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</p> <p>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth</p> <p>To understand how scarcity requires people and nations to make choices that involve costs and future considerations</p> <p>To understand how people in the United States and throughout the World are both producers and consumers of goods and services</p>	<p>The United States developed as an industrial power.</p> <ul style="list-style-type: none"> Changes in the methods of production and distribution of manufactured goods Transportation developments and their effects on economic developments, 1865-1900 Communication developments Industrial technology, 1865- 1900 Rise of banking and financial institutions Increase in the number and size of firms engaged in manufacturing and distribution of goods Increase in the number and skill level of workers; new labor markets Expanding markets for manufactured goods The growth and emerging problems of the cities <p>Growth of the corporation as a form of business organization: Case studies - Oil, Railroads, Steel</p> <ul style="list-style-type: none"> One of several forms of business organization Many firms maintained traditional ways of doing business Advantages/disadvantages of corporation 	Industrialization Assembly Line Mass Production Injunction Technology Labor unions Push factor Pull factor Ethnic group Assimilation Tenement Sweat shop Settlement house Ragtime Vaudeville Yellow journalism Realist immigration	<ul style="list-style-type: none"> What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? 	<ul style="list-style-type: none"> Using census data from 1850 to 1900, graph the growth of population in the United States. Use maps to show the shift in the center of population. Select one of the changes listed in the content outline and find before-and-after pictures. Compare child labor in the 1800s to that which occur today. Present findings as a photo collage, skit, news report, or video. Examine pictures of people doing different jobs in the late 1800s. Which show self-sufficiency and which show interdependence? Compare labor unions in the past with unions that exist today. What are differences and similarities? Read accounts of the lives of an upstate farmer, a Midwest farmer, and a Southern sharecropper. Role-play a meeting in which they discuss their lives. <u>Suggested Documents:</u> Emma Lazarus, "The New Colossus"; artwork, photographs from Jacob Riis, <i>How the Other Half Lives</i> Examine pros and cons of organized labor. Types of unions, Poll class to determine how many students have parents who are members of an union. 	<ul style="list-style-type: none"> Presentation Project rubric DBQ- Child labor 	1 week

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
<p>The Maturing of an Industrial Society in the Second Half of the 19th Century (cont.)</p>	<p>To understand how industrialization led to significant changes in the economic patterns for producing, distributing and consuming goods and services</p> <p>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</p> <p>To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth</p> <p>To understand how scarcity requires people and nations to make choices that involve costs and future considerations</p> <p>To understand how people in the United States and throughout the World are both producers and consumers of goods and services</p>	<p>Government response to industrial development and abuses</p> <ul style="list-style-type: none"> • Laissez-faire versus regulation • Interstate commerce: state and national control • Sherman Anti-Trust Act: bigness as a threat <p>Changing patterns of agricultural organization and activity in the United States and in New York State</p> <ul style="list-style-type: none"> • Unprecedented growth in agriculture • Changes in the methods of production and distribution of farm products- spatial distribution of economic activities • Efficient use of resources combined with competition and the profit motive to improve methods of production <p>Many significant and influential changes occurred.</p> <ul style="list-style-type: none"> • Communities grew in size and number. • Interdependence increased. • Decision-making procedures changed. • Technology advanced. • Adaptation of, rather than to, the environment - human modification of the physical environment • Perception of time became more formal, e.g., railroad schedules. • Social Darwinism developed. • Political machines influenced daily life. <p>The Response of Labor to Industrialization</p> <ul style="list-style-type: none"> • Industrialization created a larger work force and more complex work. • Working conditions underwent extensive change, which often placed hardships on the workers; roles of women, children, minorities, disabled • Early attempts to unionize the work force met with resistance and failure, e.g., the Knights of Labor and the Haymarket Riot, American Railway Union, the Industrial workers of the World. • Roots of modern labor unionism, e.g. , the American Federation of Labor • Labor as a reform movement in other aspects of society <p>The Response of the Farmer to Industrialization</p> <ul style="list-style-type: none"> • Expanding agricultural production and railroads • Cheap money and high railroad rates • The Grange and state reforms • The Populist movement • The closing of the frontier-limitations of the physical environment 	<ul style="list-style-type: none"> ▪ Presentation ▪ Project rubric ▪ DBQ: -Child Labor 	<p>1 week</p>

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Changes in the Social Structure Altered the American Scene	<p>To understand how industrialization altered the traditional social pattern of American society and created a need for reform</p> <p>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</p> <p>To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</p> <p>To describe historic events through the eyes and experiences of those who were there To understand how scarcity requires people and nations to make choices which involved costs and future considerations</p>	<p>The Immigration Experience</p> <ul style="list-style-type: none"> Two distinct waves, from the 1840's to the 1890's and from the 1890's to the early 1920's-"migration streams over time" Differences were based on national origins, cultural patterns, and religion. Similarities included motivations for coming and patterns of community settlement. Initial clashes ended in varying degrees of acculturation. Occupational and political experiences varied. <p>Case Studies of the Immigrant Experience in the United States and New York State - population characteristics</p> <ul style="list-style-type: none"> A comparison of European immigrants and the black slave experience-human migration's effects on the character of different places and regions Immigrants as rural settlers in the Midwest The Chinese experience in the Far West Mexicans in the Southwest New York City's ethnic neighborhoods French-Canadian settlement in northern New York State Immigration patterns and experiences throughout New York State Irish Immigration: Mass starvation in Ireland, 1845-1850 Immigrants in the local community 	<p>Movement of People and Goods</p> <p>Culture</p> <p>Places and Regions</p> <p>Diversity</p> <p>Scarcity</p>	1,2,3,4	<ul style="list-style-type: none"> Where did your ancestors come from? Why do people leave their homelands? Why did immigrants become migrants? Why and how did families change? Is there an American culture? 	<ul style="list-style-type: none"> Internet Search: famous immigrants Family trees Write a letter as a new immigrant to your home-land. How has America met your expectations? Explain the "push-pull" theory of immigration. <p>Do a case study of a particular immigrant group. Use demographic information, maps, and interviews. Determine the effect this group had on American society and culture.</p> <ul style="list-style-type: none"> Trip to Ellis Island 	<p>Comparison essay rubric</p> <p>Presentation rubric</p>	1 week

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Changes in the Social Structure Altered the American Scene	<p>To understand how industrialization altered the traditional social pattern of American society and created a need for reform</p> <p>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</p> <p>To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability</p> <p>To describe historic events through the eyes and experiences of those who were there To understand how scarcity requires people and nations to make choices which involved costs and future considerations</p>	<p>Legal Basis for Citizenship in the United States</p> <ul style="list-style-type: none"> • Citizenship by the "law of the soil" • Citizenship by birth to an American parent • Citizenship through naturalization <p>Responsibilities of Citizenship</p> <p>Civic: A citizen should be:</p> <ul style="list-style-type: none"> • Knowledgeable about the process of government • Informed about major political issues • A participant in the political process <p>Legal: A citizen should:</p> <ul style="list-style-type: none"> • Be knowledgeable about the law • Obey the law • Respect the rights of others • Understand the importance of law in a democratic society • The changing role of the citizen <p>America becomes an increasingly mobile society</p> <ul style="list-style-type: none"> • Motivated by new economic opportunities • Changing patterns of movement, e.g., blacks begin to move North • Westward settlement • The disappearance of the frontier- physical limits of geography <p>America developed as a consumer society.</p> <ul style="list-style-type: none"> • Improved standard of living increased consumption. • Greater variety of goods available • Continually rising expectations <p>Leisure activities reflected the prevailing attitudes and views of the time</p> <ul style="list-style-type: none"> • Greater variety of leisure activities became available as less time was spent on work. • Leisure activities reflected general characteristics of modern society, i.e., organized use of technology, emphasis on the individual role, and reliance on experts. 	<p>Citizenship</p> <p>Needs and wants</p>	<ul style="list-style-type: none"> • How is cultural diversity both a benefit and a problem? • How did massive immigration lead to new social patterns and conflicts? • Why do some people view the same event differently? • Why was the United States a magnet to so many people? 	<ul style="list-style-type: none"> • Essay topic: Compare immigration past and present. Compare countries of origin, reasons for emigration, and degree of acceptance by Americans. Interview a recent immigrant to the United States. <u>Suggested Documents:</u> Chinese Exclusion Act, 1882 • Investigate the steps to becoming a United States citizen. • Explain and rewrite the naturalization oath. • Explain the conflict between Native Americans, farmers, and cowboys over scarce resources in the West. What was the role of the cavalry and Buffalo Soldiers? • Show how the movement of people from one geographic area to another creates both opportunity and conflict. • Research a particular activity (vaudeville, amusement parks, Buffalo Bill shows, a particular fad of the time, or dime novels) of the time period or provide a demonstration. Explain how these activities reflected the culture of the time period. • Draw or Create collages of leisure activities that reflected the attitudes and views of the time. 	<p>Comparison essay rubric</p> <p>Presentation rubric</p>

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
<p>The Progressive Movement, 1900-1920</p> <p>Efforts to Reform the New Society</p>	<p>To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions</p> <p>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</p> <p>To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</p> <p>To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</p> <p>To describe historic events through the eyes and experiences of those who were there</p>	<p>Social Ills</p> <ul style="list-style-type: none"> The Muckrakers-exposing corruption and abuses in industry, government, and urban living conditions Fighting racial discrimination, e.g., the formation of the NAACP Temperance and prohibition Settlement Houses <p>Efforts to Reform Government and Politics</p> <ul style="list-style-type: none"> Need for responsive government, e.g., primary elections, the initiative, the referendum, the recall election Progressive leaders, e.g., LaFollette, T. Roosevelt, Taft, Debs The Socialist Party challenges the political establishment Direct election of Senators-the 17th Amendment Woman's Suffrage - 19th Amendment <p>Economic Reform Efforts</p> <ul style="list-style-type: none"> Labor-related legislation, e.g., minimum wage laws, workmen's compensation insurance, safety regulations, child labor laws Prosecuting trusts Government regulation of the railroads The Federal Reserve Act Graduated income tax-the 16th Amendment 	<p>Change</p> <p>Belief systems</p> <p>Decision making</p> <p>Civic values</p> <p>Factors of Production</p> <p>Government</p>	<p>Patronage</p> <p>Civil Service</p> <p>Muckraker</p> <p>Public interest</p> <p>Primary Initiative</p> <p>Referendum</p> <p>Recall</p> <p>Trust buster</p> <p>Conservation</p> <p>Suffrage</p> <p>Barrio</p> <p>Ghetto</p> <p>Reform</p> <p>Reformers</p>	<ul style="list-style-type: none"> Should the government pass social legislation? How can <u>we</u> solve problems? How do <u>we</u> know there is a problem? Can government solve these problems? What specific social, economic, and political problems needed reform in the late-19th century? How can an individual help to bring about change in society? What is the amendment process? How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent? 	<ul style="list-style-type: none"> Mock Primary Election campaigning using advertising TV Mock November Election with political parties (3 or more) List all Amendments and create cartoons related to each. Select one reform movement, identify leaders, and create a broadside inviting people to one of their meetings. Create mock interviews of reformers of the time period. Research organizations and individuals who are seeking to reform conditions in the United States today and compare them to reformers in the past. <p><u>Suggested Documents:</u> Upton Sinclair, <i>The Jungle</i>;; Ida Tarbell, <i>The History of the Standard Oil Company</i>; artwork, photographs from Jacob Riis, <i>How the Other Half Lives</i></p>	<p>Cartoon rubric</p> <p>Comparison rubric</p>	<p>1 week</p> <p>6 weeks</p>

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Unit 8: The United States as an Independent Nation in an Increasingly Interdependent World

<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
The United States Expands its Territories and Builds an Overseas Empire	<p>To understand how and why the United States grew during the 19th century</p> <p>To recognize the American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad</p> <p>To describe the reasons for periodizing history in different ways</p> <p>To understand the relationship between the relative importance of United States' domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past and present</p> <p>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</p>	<p>Growth of imperialist sentiment was caused by several factors.</p> <ul style="list-style-type: none"> • A belief that the nation had a right to the land, i.e., Manifest Destiny-"people's differing perceptions of places, people, and resources" • Perceived moral obligations to extend America's way to life to others, i.e., ethnocentrism and racism • American citizens were already migrating into new lands in North America-the effects of human migration on different places • Increased foreign trade led to a growing interest in gaining control over some foreign markets. • Fear that other foreign nations would gain control of strategic locations at the expense of the U. S. • Developing technology in transportation and communication contributed to American expansion potential- the importance of location and certain physical features 	Nationalism Imperialism Scarcity Power	Isolationism Imperialism Sphere of influence Annex Dollar diplomacy Militarism	<ul style="list-style-type: none"> • Why do nations think they should expand? • Did the United States develop an empire? • Would that empire strike back? • How do newspapers shape opinion? • What were the causes and effects of United States involvement in foreign affairs at the turn of the 20th century? • What were the domestic and foreign issues of this time period? 	<ul style="list-style-type: none"> • "Jigsaw" puzzle maps of the western expansion. • Group Activity: To develop Yellow Journalism using current event or past event (late 1800's) • Groups' work will be compiled in a newspaper. • Role Play: Conquered Person Experience: <ul style="list-style-type: none"> - Loss of control - Loss of territory - Loss of family - Loss of culture - Different ethnic groups • Make comparisons between the economic, political, and social motives for 19th-century imperialism and the European colonization of the Americas. • Given our own history, debate the pros and cons of American imperialism. • Make a cultural comparison collage of the United States and lands acquired in Latin America and the Pacific. • Demonstrate the causes and effects of the ideas of Manifest Destiny. • Map the battles of the Spanish-American War. 	<ul style="list-style-type: none"> • Assess completed maps. • Newspaper rubric stressing writing and content <ul style="list-style-type: none"> ▪ Comparison rubric ▪ Debate rubric ▪ Comparison project rubric 	1 week

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>
<p>The United States Expands its Territories and Builds an Overseas Empire</p>	<p>To understand how and why the United States grew during the 19th century</p> <p>To recognize the American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad</p> <p>To describe the reasons for periodizing history in different ways</p> <p>To understand the relationship between the relative importance of United States' domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past and present</p> <p>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</p>	<p>The Spanish-American War signaled the Emergence of the United States as a World Power</p> <ul style="list-style-type: none"> • The war's origins in Cuban attempts to gain power United States' concerns, i.e., pro-expansionist sentiment, Cuba's location, Spanish tactics • Newspapers shaped public opinion over the Maine incident-"yellow journalism." • Conduct of the war created domestic and international problems. • Opposition to American imperialist movement <p>Victory in the Spanish-American War created a need for a new foreign policy.</p> <ul style="list-style-type: none"> • Acquisition of land far from U.S. shores- importance of resources and markets • Emphasis on doing what the government felt was necessary and possible to protect American interests, i.e., maintaining a strong navy, gaining, control of others strategic locations, advocating equal trading rights in Asia, e.g., the Open Door Policy • Actions created conflict with Filipinos and Japanese. <p>United States Policies in Latin America</p> <ul style="list-style-type: none"> • The U. S. attempted to control a number of locations in Latin America for economic and political reasons. • The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine: Panama Canal • Armed intervention in Latin America 	<p>Human Systems</p> <p>Factors of Production</p> <p>Imperialism</p> <p>Science and Technology</p>	<ul style="list-style-type: none"> • Create headlines regarding foreign or domestic problems today in the style of yellow journalism. • Write an account of the Spanish-American War in the Philippines from the perspective of an American, a Spaniard, and a Filipino. • Review the constitutional foreign policy roles of the President and Congress. • Make maps showing the growth of the United States from 1783 to 1867 and from 1868 to 1914. • Create the front page of a newspaper reporting on the building of the Panama Canal. • Flip charts and puzzle cards • Logical sequential paragraph <p><u>Suggested Documents:</u> Frederick Jackson Turner, <i>The Turner Thesis</i></p>	<ul style="list-style-type: none"> ▪ Analyzing perspective rubric

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The United States Begins to take a role in Global Politics	<p>To understand how American relations with other nations developed between the end of World War I.</p> <p>To describe the reasons for periodizing history in different ways.</p> <p>To understand the relationship between the relative importance of United States domestic and foreign policies over time.</p> <p>To analyze the role played by the United States in international politics, past and present.</p> <p>To describe the relationships between people and environments and the connections between people and places.</p>	<p>United States policy on non-involvement in European political affairs was based on a number of factors.</p> <ul style="list-style-type: none"> • Tradition dating back to the earliest days of the country • Focus on the international problems of the new nation • Recognition of United States' military unpreparedness • Impacts of geography (e.g., location, resources) on United States foreign policy <p>Pre-World War I Involvements</p> <ul style="list-style-type: none"> • Application of the Monroe Doctrine to the Western Hemisphere • Threats to American foreign trade • Roosevelt's Treaty of Portsmouth 	<p>Choice</p> <p>Environment and Society</p> <p>Inter-dependence</p> <p>Nationalism</p> <p>Power</p> <p>Scarcity</p> <p>Decision Making</p>	<p>Militarism</p> <p>Mobilize</p> <p>Nationalism</p> <p>Kaiser</p> <p>Stalemate</p> <p>Trench warfare</p> <p>Propaganda</p> <p>Pacifist</p> <p>Armistice</p> <p>Neutrality</p> <p>Self-determination</p> <p>Reparations</p>	<ul style="list-style-type: none"> • What are the costs and benefits of neutrality and foreign intervention? • How did the role of the United States in foreign affairs change at the turn of the century 	<p>Debate rubric</p> <p>Analyzing perspective rubric</p>	<ul style="list-style-type: none"> • Create a timeline that indicates periods of United States isolationism and foreign involvement from 1900 to the present. • Show an area of the world in which the United States was involved at the turn of the 20th century. • Debate: Was the United States neutral in practice as well as policy (1913-1917)? • Analyze World War I posters and identify the propaganda techniques used. • Write a letter home from the perspective of a soldier in Europe, a German immigrant, or an African-American who moved North. 	1 week

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The United States Begins to take a role in Global Politics	<p>To understand how American relations with other nations developed between the end of World War I.</p> <p>To describe the reasons for periodizing history in different ways.</p> <p>To understand the relationship between the relative importance of United States domestic and foreign policies over time.</p> <p>To analyze the role played by the United States in international politics, past and present.</p> <p>To describe the relationships between people and environments and the connections between people and places.</p>	<p>World War I occurred as a result of international problems.</p> <ul style="list-style-type: none"> Intense nationalism Power struggles among European nations A failure of leadership European alliances <p>Events Led to United States Involvement in World War I</p> <ul style="list-style-type: none"> The American people were divided in ways that made involvement difficult. Fear that United States involvement would increase intolerance at home Initial attempts to follow traditional policy of neutrality failed. Unwillingness of warring nations to accept President Wilson as a mediator England was a major United States trade partner Despite varied ethnic backgrounds in the United States, leaders felt closer to the English than to the Germans. While both sides attempted to restrict United States trade with their opponent, Germany did so by sinking American ships. Recognition that the United States would have no say at any peace conference if it remained neutral 		<p>Militarism</p> <p>Mobilize</p> <p>Nationalism</p> <p>Kaiser</p> <p>Stalemate</p> <p>Trench warfare</p> <p>Propaganda</p> <p>Pacifist</p> <p>Armistice</p> <p>Neutrality</p> <p>Self-determination</p> <p>Reparations</p>		<ul style="list-style-type: none"> Examine themes such as major events and battles, roles played by great leaders; the effect of the war on diverse people, new weapons technology, the role of women, and contributions of African-Americans to the war effort. Convene a mock Versailles Peace Conference with students representing each county. <p><u>Suggested Documents:</u> The Versailles Treaty; songs, "Over There," "Oh, How I Hate to Get Up in the Morning," "The Marine Hymn"</p>		1 week

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The United States Begins to take a role in Global Politics	<p>To understand how American relations with other nations developed between the end of World War I.</p> <p>To describe the reasons for periodizing history in different ways.</p> <p>To understand the relationship between the relative importance of United States domestic and foreign policies over time.</p> <p>To analyze the role played by the United States in international politics, past and present.</p> <p>To describe the relationships between people and environments and the connections between people and places.</p>	<p>The United States Entered the War</p> <ul style="list-style-type: none"> Combining new technology with old strategies led to the death of millions, i.e., chemical warfare. The majority of Americans supported the war. The war effort created changes on the home front, i.e., economic controls, the role of women in the work force, black migrations to the North, attempts to organize labor to improve conditions. War promoted intolerance, i.e.; the Espionage Act of 1917, the Sedition Act of 1918; "hyphenated Americans" have their loyalty questioned. <p>The United States and the Peace Negotiations</p> <ul style="list-style-type: none"> Wilson's failed attempts to establish leadership with his Fourteen Points Senate opposition to the League of Nations The Versailles Treaty <p>The Bolshevik Revolution</p> <ul style="list-style-type: none"> Effect of World War I Civil war in Russia Western intervention Threat of international Communism 	<p>Nationalism</p> <p>Factors of Production</p> <p>Science and Technology</p> <p>Choice</p> <p>Nation State</p> <p>Change</p>				<ul style="list-style-type: none"> Develop cartoons illustrating the war effort at home 	<p>1 week</p> <p>4 weeks</p>

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Unit 9: The United States Between the Wars

<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
<p>The "Roaring Twenties" Reflected the Spirit of the Postwar Period</p>	<p>To understand the economic, social, and political development of America in the period between World War I and World War II</p> <p>To understand the relationship between the relative importance of United States' domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past present</p> <p>To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious</p> <p>To understand how people in the United States and throughout the world are both producers and consumers of goods and services</p>	<p>Prohibition and the 18th Amendment</p> <ul style="list-style-type: none"> End of reform era The rise of organized crime Economic, social, political effects <p>The Republican Decade</p> <ul style="list-style-type: none"> Political developments <ul style="list-style-type: none"> Back to "normalcy", the election of 1920 Scandals Coolidge: austerity and integrity Government and business; "laissez-faire" and protection Election of 1928 <p>Relative Isolation of the United States in World Political Affairs</p> <ul style="list-style-type: none"> General policy of non-involvement in European affairs; the League of Nations controversy Limited participation in international activities <ul style="list-style-type: none"> World Court Naval disarmament 1924 Efforts for peace; Kellogg-Briand Pact, 1928 Postwar reparation talks Relief efforts to Europe Expansion of international trade and tariffs Restrictions on immigration 	<p>Culture</p> <p>Needs and Wants</p> <p>Decision Making</p> <p>Choice</p> <p>Government</p> <p>Inter-dependence</p> <p>Movement of People and Goods</p> <p>Human Systems</p> <p>Scarcity</p>	<p>Disarmament</p> <p>Installment buying</p> <p>Bull market</p> <p>On margin</p> <p>Boot-legger</p> <p>Speak easy</p> <p>Fad</p> <p>Flapper</p> <p>Anarchist</p> <p>Quota system</p> <p>Gangster</p> <p>Organized crime</p>	<ul style="list-style-type: none"> Isolationism-don't we learn from our mistakes? What were the economic, political, and social changes of the 1920s? How was Prohibition an outgrowth of the earlier temperance movement? How did the role of government change from the 1920s to the 1930s? What happens to people when they move from a rural setting to an urban one? 	<ul style="list-style-type: none"> Roaring Twenties projects and presentations: <ul style="list-style-type: none"> RAP- created to include major social, entertainment pieces and flavor POEM-re: major social, economic issues and flavor SKIT-re: stock market crash and events leading up to results Discussion: Would a person from 1998 be "normal" in the 1920's? ? Discuss similarities and differences. "Class" role-play: Divide class into 3 sections; assign rolls of lower, middle and upper. Dress the part for class one day. "Answer" questions from that perspective. Debate the pros and cons of Prohibition. Research, list, and illustrate the "firsts" that occurred in the 1920s; e.g., the first trans-Atlantic flight. Predict the effects of United States noninvolvement in foreign affairs as the world became more interdependent. 	<p>Project and presentation rubric</p> <p>Debate rubric</p> <p>Photo journal exhibition</p> <p>Presentation rubric</p> <p>Stock market game outcomes</p> <p>Comparison rubric</p>	1 week

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The Great Depression	<p>To understand the economic, political, and social impacts of the Depression on the United States</p> <p>To understand the economic, political, and social changes which took place in the world during the 1930's</p> <p>To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources</p> <p>To understand how scarcity requires people and nations to make choices which involve costs and future considerations</p> <p>To evaluate economic data by differentiating fact from opinion and identifying frames of reference</p> <p>To develop conclusions about economic issues and problems by creating broad statements summarizing findings and solutions</p>	<ul style="list-style-type: none"> National prosperity had been structured on the investments of the wealthy. There were problems with economic structure. People lost faith in the system. The government was unwilling or unable to correct the downturn. The economic depression that followed was the worst in history. <p>Contributing Factors:</p> <ul style="list-style-type: none"> Economic growth declined during the late 1920's. Stock purchases were made on margin/credit. Corporations and individuals became overextended. The stock market crash led to a cycle of low demand and high unemployment. <p>Responses to Deepening Economic Woes:</p> <ul style="list-style-type: none"> Hoover administration response: too little, too late Local and State actions <ul style="list-style-type: none"> Soup kitchens and outstretched hands A modified "new deal" in New York Election of 1932; question of confidence 	<p>Needs and Wants</p> <p>Factors of Production</p> <p>Scarcity</p> <p>Government</p> <p>Change</p> <p>Economic Systems</p>	<p>Relief</p> <p>Public works</p> <p>Bonus</p> <p>Fire side chat</p> <p>Collective bargaining</p> <p>Sit down strike</p> <p>Deficit spending</p> <p>Migrant worker</p> <p>New deal</p> <p>Dust bowl</p> <p>Depression</p> <p>Totalitarian</p>	<ul style="list-style-type: none"> How did the depression develop? What is a depression? What did government do regarding depression? Why did the crash of the market affect those who did not own stock? How did the concept of checks and balances relate to the New Deal? How was New York a model for federal programs? What part of the New Deal legislation is still in effect today? 	<ul style="list-style-type: none"> Chart/Poster using FDR's new deal Use (name) six programs and draw or find picture to illustrate. Research paper: Find out about and write about a person who made a difference during the Depression. On the back of your paper write briefly about someone who has made a difference in your life. Compare Hoover's attempt to solve economic problems with Roosevelt's Use the Constitution to examine why the New Deal was considered unconstitutional. Chart New Deal legislation in terms of relief, recovery, and reform efforts. Write a persuasive article from the point of a political activist of the 1930s. <p><u>Suggested Documents:</u> Roosevelt's first inaugural address (1933): "This nation asks for action, and action now..."</p> <ul style="list-style-type: none"> View the motion picture <u>Annie</u> poverty during the Hoover years. 	<p>Discussion and analysis of charts</p> <p>Research paper with constructing support rubric</p>	1 week

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Unit 10: The United States Assumes Worldwide Responsibility

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World War II	<p>To understand why World War II began and how it changed the lives of millions of people</p> <p>To be aware of the much different world left as a legacy of World War II</p> <p>To investigate key turning points in New York State and United States history and explain why these events or developments are significant</p> <p>To understand the relationship between the relative importance of United States' domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past and present</p> <p>To describe historic events through the eyes and experiences of those who were there</p>	<p>Origins of the War</p> <ul style="list-style-type: none"> The Versailles Treaty The Great Depression Rise of totalitarianism; expansionism and persecution The rearming of Germany Isolationism Failure of the League of Nations <p>Prewar Alliances:</p> <ul style="list-style-type: none"> Axis powers Allied powers Role of the United States <p>Failure of Peace</p> <ul style="list-style-type: none"> Aggression by Germany in Europe, Italy in Europe and Africa, and Japan in Asia Appeasement; Chamberlain in Munich German attack on Poland; World War II begins United States role to 1941- guarded isolation, aid to allies <p>United States in World War II</p> <ul style="list-style-type: none"> Japanese attack on Pearl Harbor A two-front war <ul style="list-style-type: none"> Europe-Eisenhower Pacific-Mac Arthur 	<p>Change</p> <p>Choice</p> <p>Inter-dependence</p> <p>Science and Technology</p> <p>Empathy</p>	<p>Dictator</p> <p>Totalitarian state</p> <p>Collective farm</p> <p>Aggression</p> <p>Appeasement</p> <p>Blitzkrieg</p> <p>Axis</p> <p>Allies</p> <p>Lend-lease</p> <p>Infamy</p> <p>Relocation</p> <p>Internment</p> <p>Island</p> <p>Hopping</p> <p>Holocaust</p> <p>Nazi</p>	<ul style="list-style-type: none"> If WW I was the war to end all wars, why was there a WW II? Why and how do nations give dictators power? Does technology make war longer or shorter? What groups of people suffered inhumane acts during this time period? How did the Versailles Treaty lead to World War II? 	<ul style="list-style-type: none"> Create a Dictator: Class agrees to assign the role of Dictator to an individual giving them complete power in class, halls, and cafeteria. Discuss personality and /or behavioral changes if any. Crossword project (Link to Technology): Vocabulary- especially inventions, Blitzkrieg, appeasement, people, battles Media Report on WWII <ul style="list-style-type: none"> (Holocaust) Sophie's Choice Shindler's List Diary of Ann Frank In small groups encourage students to view one of these. Group writes a newscast responding to viewed media. How did your local government and school districts respond to WWII <ul style="list-style-type: none"> Ration books Draft volunteers Scrap metal/land Boud drives Victory Gardens Incarceration of Japanese Americans 	<p>Class Dictator experience discussion</p> <p>Newscast rubric</p>	1 week

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<i>Topics</i>	<i>Essential Knowledge/Skills</i>	<i>Content</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Time</i>
The United States as Leader of the Free World	<p>To understand why the United States assumed a leadership role in the post World War II world</p> <p>To appreciate the historical background for the formation of United States foreign policy of this era</p> <p>To understand the relationship between the relative importance of United States' domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past and present</p>	<p>Role of the United Nations</p> <ul style="list-style-type: none"> ▪ Human rights issues; United Nations Universal Declaration of Human Rights (1948) - role played by Eleanor Roosevelt on the United Nations Commission on Human Rights ▪ Actions of the United Nations to promote peace) <p>United States and the Soviet Union Emerge as World Leaders</p> <ul style="list-style-type: none"> ▪ The Cold War ▪ Truman Doctrine and Marshall Plan ▪ Alliance systems, i.e., NATO and the Warsaw Pack <p>Communist expansion leads to United States policy on containment.</p> <ul style="list-style-type: none"> ▪ In Europe: Berlin airlift, Berlin Wall ▪ In Asia: Communist China, Korean War ▪ In Latin America: Cuban missile crisis ▪ In Southeast Asia: Vietnam War <p>Superpower Rivalry</p> <ul style="list-style-type: none"> ▪ The spread of nuclear weapons ▪ The arms race ▪ From Sputnik to astronauts on the moon 	<p>Human Rights</p> <p>Inter-dependence</p> <p>Economic Systems</p> <p>Political Systems</p> <p>Places and Regions</p> <p>Decision Making</p> <p>Nationalism</p>	<p>Cold war</p> <p>United nations</p> <p>Nato</p> <p>Iron curtain</p> <p>Communism</p> <p>Sputnik</p> <p>Closed shop</p> <p>Baby boom</p> <p>Suburbs</p> <p>Segregation</p> <p>Civil rights</p> <p>Civil disobedience</p> <p>Poverty line</p> <p>Super power</p> <p>Détente</p> <p>Salt agreement</p> <p>Escalate</p> <p>Affirmative action</p> <p>Bi-lingual</p> <p>Recession</p> <p>Apartheid</p>	<ul style="list-style-type: none"> ▪ Does a world peace group like the United Nations prevent future wars? ▪ Has the United States gone from isolation to involvement since WWII? ▪ How can a war be cold? ▪ How and why did the leadership role of the United States differ after World War II and World War II? ▪ What was the Cold War? How was it different from previous wars? 	<ul style="list-style-type: none"> • The United Nation Debate: Does a nation decide its own future or do they become part of a world group? • Student poll to faculty and staff asking: <ul style="list-style-type: none"> - Has the UN achieved its purpose of supporting world peace? - What has been the UN's greatest accomplishment? - Should we continue to belong? Is a member? • Teach a lesson from list of Post WWII topic: <ul style="list-style-type: none"> - Truman Doctrine - Marshall Plan - NATO • Costume Day: Designate a day, and assign students a period to represent. i.e.: <ul style="list-style-type: none"> - Flapper - Dough boy - WWII soldier - Rosie the Riviter - Civil rights worker - Gloria Steinum 	<ul style="list-style-type: none"> • Debate rubric • Poll results presentation and discussion • Teach a lesson checklist • Costume Day participation 	2 weeks

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The United States as Leader of the Free World	<p>To understand why the United States assumed a leadership role in the post World War II world</p> <p>To appreciate the historical background for the formation of United States foreign policy of this era</p> <p>To understand the relationship between the relative importance of United States' domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past and present</p>					<ul style="list-style-type: none"> • Billy Joel's song, "We Didn't Start the Fire" • Research human rights violations since World War II and the United Nations' response to them. • Students create pictures of WWII events • Make a chart comparing the United States and the Soviet Union in size, population, government, allies, economy, and religion. • Create an illustrated timeline of Cold War events. • List the causes and results of the Korean War. • Invite a Korean War veteran to class. • Examine foreign policy issues of the Cold War and actions taken by presidents of the United States. <p><u>Suggested Documents:</u> United Nations Universal Declaration of Human Rights, December 10, 1948.</p>		

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The United States in the Post-Cold War World	<p>To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War Era</p> <p>To understand the relationship between the relative importance of United States' domestic and foreign policies over time</p> <p>To analyze the role played by the United States in international politics, past and present</p>	<p>Shifting Foreign Policies Help Lead to the End of the Cold War</p> <ul style="list-style-type: none"> ▪ Détente and arms control beginning with President Nixon ▪ Military buildup and treaties to bring about reductions ▪ Fall of the Berlin Wall (1989) and the collapse of the Soviet Union <p>The United States Seeks a New Role in the World</p> <ul style="list-style-type: none"> ▪ Arab-Israeli conflicts; Camp David Accord ▪ Persian Gulf War ▪ Peace-keeping missions; Somalia, Bosnia <p>Western Hemisphere Relations</p> <ul style="list-style-type: none"> ▪ Economic competition and cooperation: NAFTA ▪ Immigration patterns between the United States and Mexico, Latin America ▪ Spread of democratic principles in Latin America 	<p>Change</p> <p>Inter-dependence</p> <p>Political Systems</p> <p>Places and Regions</p> <p>Power</p> <p>Movement of People and Goods</p> <p>Scarcity</p> <p>Factors of Production</p> <p>Political Systems</p> <p>Diversity</p> <p>Justice</p> <p>Civic Values</p> <p>Human Rights</p>	<p>Economic sanctions</p> <p>Internet</p> <p>Trade</p> <p>Deficit</p> <p>Environment</p> <p>Ozone layer</p> <p>Global warming</p> <p>Solar</p> <p>Energy</p> <p>Renewable</p> <p>Resource</p> <p>Mainstream</p> <p>Global economy</p>	<ul style="list-style-type: none"> • Where have all the colonies gone? • Have countries moved from self-sufficiency to inter-dependence? • How were World War II and the Vietnam War different? • How were the Vietnam War and the Gulf War different? • How has our relationship with Latin American changed? • How did the Cold war affect the lives of people in the United States? 	<ul style="list-style-type: none"> ▪ World Map Enlarged: Who used to own what territory during the colonial period? ▪ In school, store and grocery store: TAG Test (interdependence) Students investigate where items are produced. ▪ Make a poster comparing the weapons of World War I, the Vietnam War, and the Gulf War. Draw conclusions. ▪ Use the study of current events to convey the ongoing nature of United States foreign policy. ▪ Research a timeline to show involvement in the Middle East. ▪ Research products made in Mexico and Latin America. Analyze the economic effects on business and labor in the United States. <p><u>Suggested Documents:</u> Gulf of Tonkin Resolution; Pete Seeger song, "Where Have All the Flowers Gone?"</p> <ul style="list-style-type: none"> ▪ DBQ: The Vietnam War ▪ Mock Vietnam War lottery 		2 weeks

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Unit 11: The Changing Nature of the American People from WW II to the Present

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<p>Postwar Society Characterized by Prosperity and Optimism</p>	<p>To understand that the period immediately following World War II was prolonged period of prosperity with a high level of public confidence in the United States</p> <p>To investigate key turning points in New York State and United States history explain why these events or developments are significant</p> <p>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</p>	<p>Changing patterns of production and consumption resulted in economic expansion.</p> <ul style="list-style-type: none"> ▪ Increased productivity, a result of improving technology and rising consumer demand, led to higher wages and declining unemployment ▪ Number of service jobs, women in the workforce increased ▪ Poverty continued to exist in the midst of plenty <p>Families and communities underwent significant changes.</p> <ul style="list-style-type: none"> ▪ Postwar baby boom had major effects on social and economic decisions made by families ▪ Growth of suburbs paralleled by movement from major cities ▪ Effect of automobiles reflected in interstate highway system, shopping centers, increased commuting to work 	<p>Change</p> <p>Factors of Production</p> <p>Justice</p> <p>Citizenship</p> <p>Places and Regions</p> <p>Science and Technology</p> <p>Diversity</p> <p>Human Rights</p> <p>Power</p>	<ul style="list-style-type: none"> ▪ How gross is the GNP? ▪ What conditions let the 50's be so prosperous? ▪ What's a baby boom? ▪ How did it effect America? ▪ How did the Cold War affect the lives of people in the United States? ▪ How did the United States deal with the assassination of one president and the resignation of another? ▪ What methods did minority groups use in their attempts to gain equal rights? 	<ul style="list-style-type: none"> • Diorama/3D City Model <ul style="list-style-type: none"> - Age of Industry - The Suburbs • Represent Age of Industry community vs. Growth of the Suburbs/City of the 90's "Then & Now". • Phone survey of local women leaders with class generated list of questions regarding equality for women, etc. • E-mail survey of national/world women leaders with class generated list of questions regarding equality for women, history, progress, progress still to be made. (Any ethnic or oppressed group may be used in this format.) • Graph the economic cycles of prosperity and recession after World War II. • Show how the baby boom generation has affected the social, economic, and political life of the United States. • Analyze the conflict between federal and State law concerning the issue of school desegregation, using primary source documents. 	<ul style="list-style-type: none"> ▪ Display 3D Models ▪ Sharing of survey results in discussion ▪ Baby Boomer Game Show <p>Visual and oral presentation rubric</p>	2 weeks

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Postwar Society Characterized by Prosperity and Optimism	<p>To understand that the period immediately following World War II was prolonged period of prosperity with a high level of public confidence in the United States</p> <p>To investigate key turning points in New York State and United States history explain why these events or developments are significant</p> <p>To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</p>	<p>Civil Rights movement placed focus on equality and democracy.</p> <ul style="list-style-type: none"> ▪ Important executive and judicial decisions supported equal rights ▪ <i>Brown v. Board of Education of Topeka</i> (1954) overturned legal basis of segregation ▪ Activists and leaders such as Dr. Martin Luther King, Jr. developed strategies to secure civil rights from African-Americans ▪ Women, Native American Indians, and others also sought greater equality ▪ Supreme Court moved to protect individual rights: <i>Miranda v. Arizona</i> (1966), <i>Tinker v. Des Moines Independent School District</i> (1969) <p>Self-confidence of Early Postwar Years Eroded by Series of Events</p> <ul style="list-style-type: none"> ▪ Assassinations of major leaders: Kennedy, King ▪ Nation split over involvement in Vietnam War ▪ Groups in society turn to violence to reach their goals ▪ Resignation of President Nixon ▪ Oil crisis and skyrocketing inflation 	Change Factors of Production Justice Citizenship Places and Regions Science and Technology Diversity Human Rights Power	<ul style="list-style-type: none"> ▪ How gross is the GNP? ▪ What conditions let the 50's be so prosperous? ▪ What's a baby boom? ▪ How did it effect America? ▪ How did the Cold War affect the lives of people in the United States? ▪ How did the United States deal with the assassination of one president and the resignation of another? ▪ What methods did minority groups use in their attempts to gain equal rights? 	<ul style="list-style-type: none"> ▪ Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group. ▪ Baby Boomer Interview: Class generated questions to get information for creation of Baby Boomer Game Show modeled after Jeopardy. ▪ Presidential "Impersonations" portray dress and gesture-highlighting issues of the times include White House pets, etc. ▪ What method did minority groups use in their attempts to gain equal rights? ▪ Create a poster indicating the significant people and events in the struggle for equal rights of a particular minority group. <p><u>Suggested Documents:</u> Dr. Martin Luther King, Jr.'s address at the Lincoln Memorial (1963): "I have a dream...,"; Kennedy's inaugural speech; song, "We Shall Overcome"</p>	<ul style="list-style-type: none"> ▪ Display 3D Models ▪ Sharing of survey results in discussion ▪ Baby Boomer Game Show <p>Visual and oral presentation rubric</p>	2 weeks

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The United States Begins a New Century	<p>To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century</p> <p>To investigate problems and opportunities the United States Faces in its immediate future</p>	<p>The United States competes in a world economy.</p> <p>Competition from Europe, Asia, rest of Western Hemisphere</p> <p>Effects on economy of the United States</p> <p>Federal and State Governments Reevaluate Their Roles</p> <ol style="list-style-type: none"> 1. Fiscal and monetary policies: taxation, regulation, deregulation 2. Social programs: health, welfare, education <p>Technology Changes: The Home and the Workplace</p> <p>Old and New Problems Must Be Addressed</p> <ul style="list-style-type: none"> ▪ Violent crime and substance abuse ▪ Protection of the government ▪ Growing number of elderly Americans ▪ The continuing struggle for economic and social justice for all citizens ▪ Balancing the ideals of national unity with growing cultural diversity ▪ Civic and legal responsibilities of citizenship 	<p>Interdependence</p> <p>Factors of Production</p> <p>Change</p> <p>Government</p> <p>Decision Making</p> <p>Science and Technology</p> <p>Culture</p> <p>Environment and Society</p> <p>Needs and Wants</p> <p>Justice</p> <p>Citizenship</p>	<p>How has the fall of communism changed the balance of power in the world?</p> <p>What will be the role of the United States in the 21st century?</p>	<ul style="list-style-type: none"> ▪ Research an enduring problem or issue from different points of view. ▪ Compare the beginning of the 20th century with that of the 21st century. 		