

Social Studies Curriculum Update

NADCO

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<https://goo.gl/OrMKhY>

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The primary purpose of Social Studies...

...is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS).

Framework

(Curriculum -- content and skills)

Instruction

(Inquiries, Locally designed units)

Assessment

(Regents and local)



Framework

(Curriculum -- content and skills)

Instruction

(Inquiries, Locally designed units)

Assessment

(Regents and local)



What is the same in the new NYS K-12 Social Studies Framework?

New York State Learning Standards for Social Studies

Standard 1: History of the United States and New York

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

Standard 2: World History

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

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth's surface.

Standard 4: Economics

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

Standard 5: Civics, Citizenship, and Government

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

What is the same in the new NYS K-12 Social Studies Framework?

Themes at a Glance

- 1. Individual Development and Cultural Identity**
- 2. Development, Movement, and Interaction of Cultures**
- 3. Time, Continuity, and Change**
- 4. Geography, Humans, and the Environment**
- 5. Development and Transformation of Social Structures**
- 6. Power, Authority, and Governance**
- 7. Civic Ideals and Practices**
- 8. Creation, Expansion, and Interaction of Economic Systems**
- 9. Science, Technology, and Innovation**
- 10. Global Connections and Exchange**

Social Studies
Unifying Themes

What is the same in the new NYS K-12 Social Studies Framework?

Content Sequence	
Grade	Content Focus
Kindergarten	Self and Others
Grade 1	My Family and Other Families, Now and Long Ago
Grade 2	My Community and Other United States Communities
Grade 3	Communities around the World
Grade 4	Local History and Local Government
Grade 5	The Western Hemisphere
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York – I
Grade 8	History of the United States and New York – II
Grade 9	Global History and Geography – I
Grade 10	Global History and Geography – II
Grade 11	United States History and Government
Grade 12	Participation in Government Economics, the Enterprise System, and Finance

The basic content at each grade level

What is different in the NYS Social Studies Framework

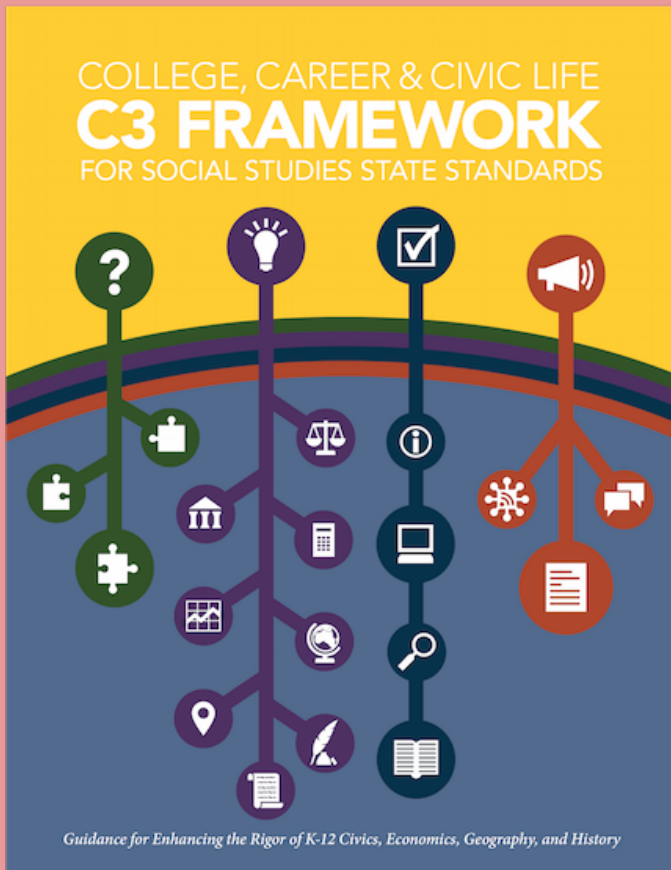
The Common Core Literacy Skills that should be developed and fostered, using the content for each grade.

Common Core Literacy Skills

- Reading
- Writing
- Speaking
- Listening
- Academic Vocabulary

What is different in the NYS Social Studies Framework

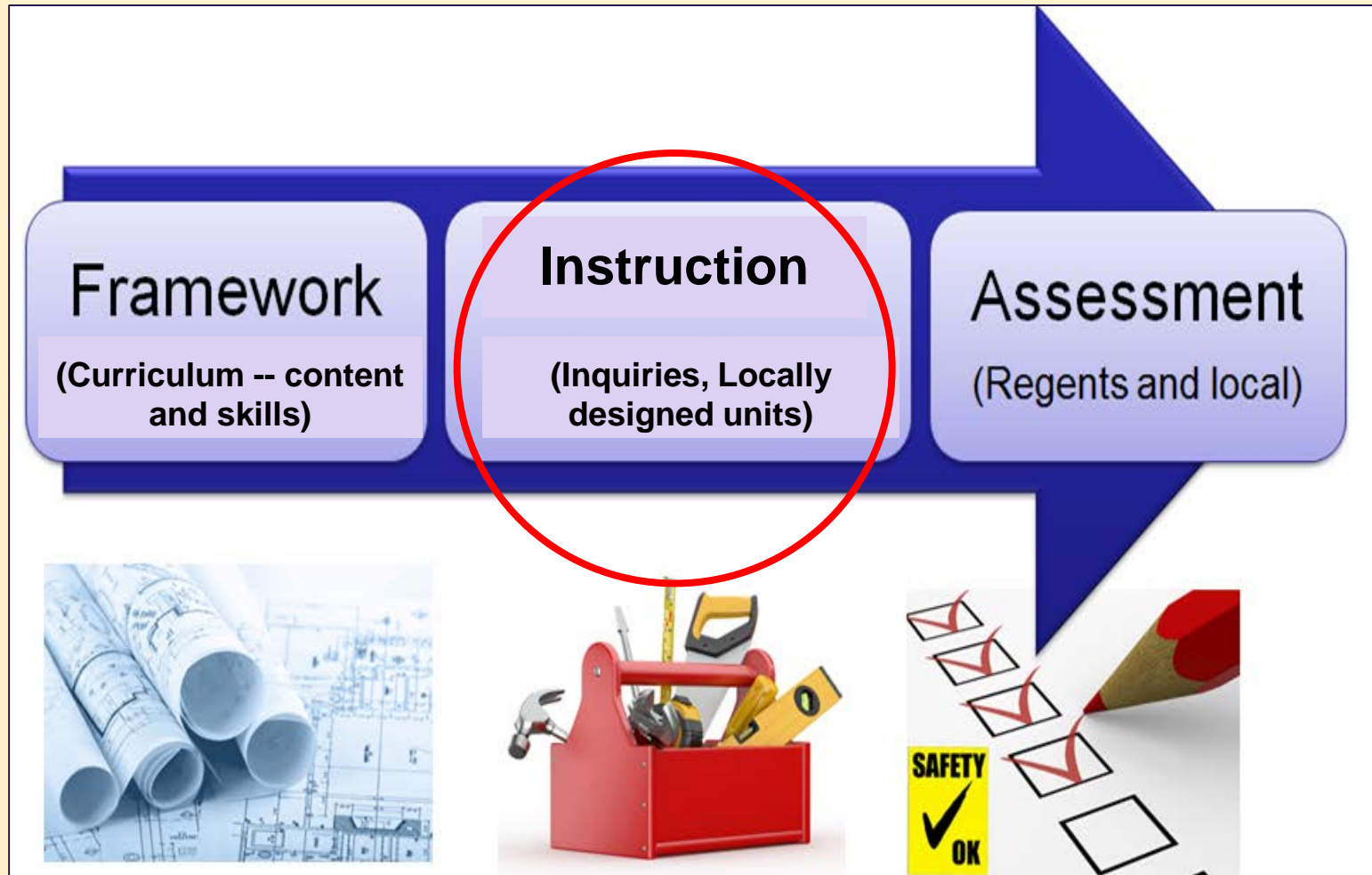
The College, Career and Civic Life Framework (C3), notably the Inquiry Arc, is referenced as a curriculum development resource.



What is different in the NYS Social Studies Framework

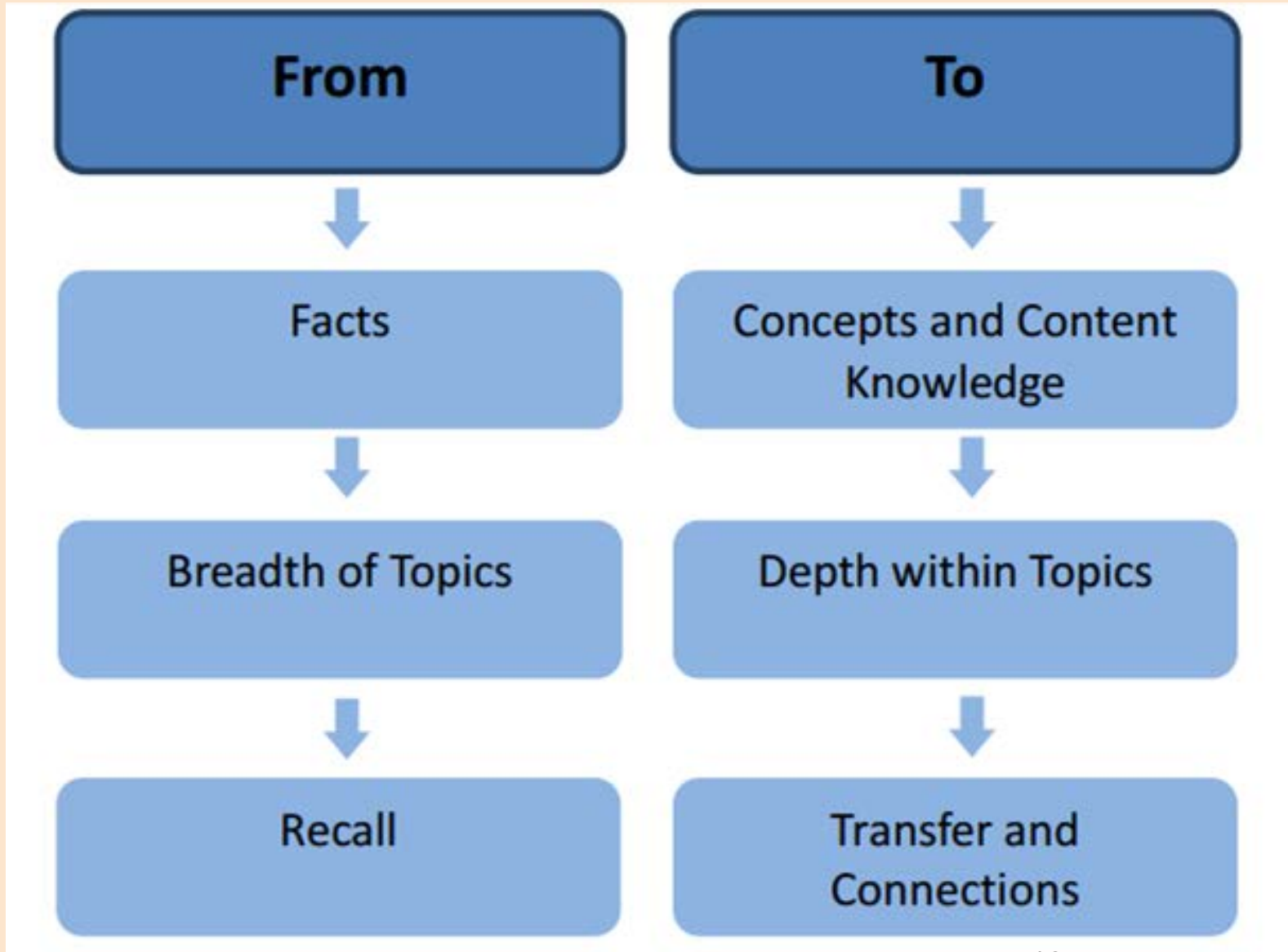
The **Social Studies Practices** represent the social science and **historical thinking skills** that students should develop K-12 in order to be prepared for civic participation, college, and careers.

- 1) Gathering, Interpreting and Using Evidence
- 2) Chronological Reasoning and Causation
- 3) Comparison and Contextualization
- 4) Geographic Reasoning
- 5) Economics and Economic Systems
- 6) Civic Participation

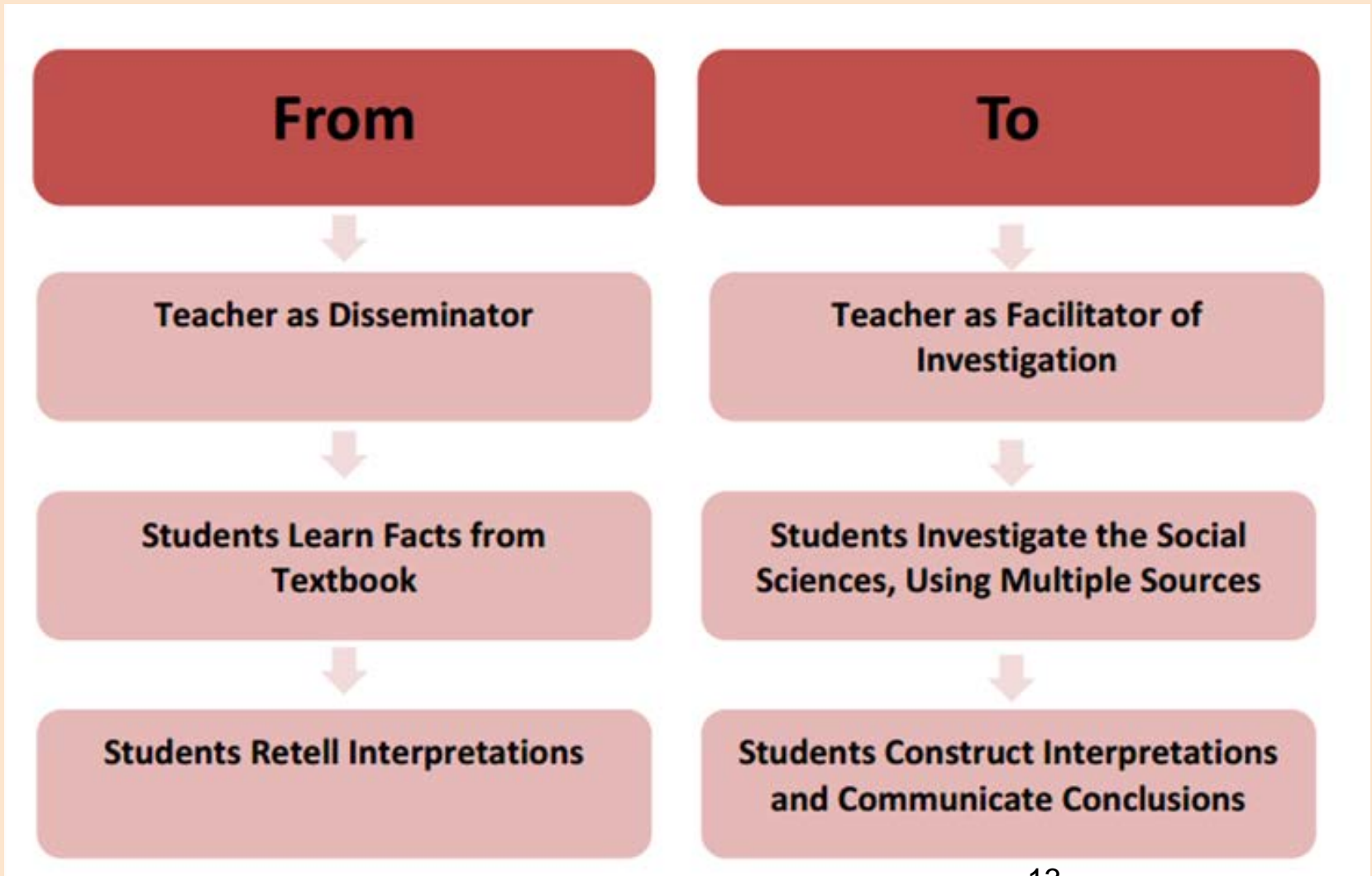


What do the changes in the Framework mean for Instruction?

SHIFT #1: Focus on Conceptual Understanding



SHIFT #2: Foster Students Inquiry, Collaboration and Informed Action

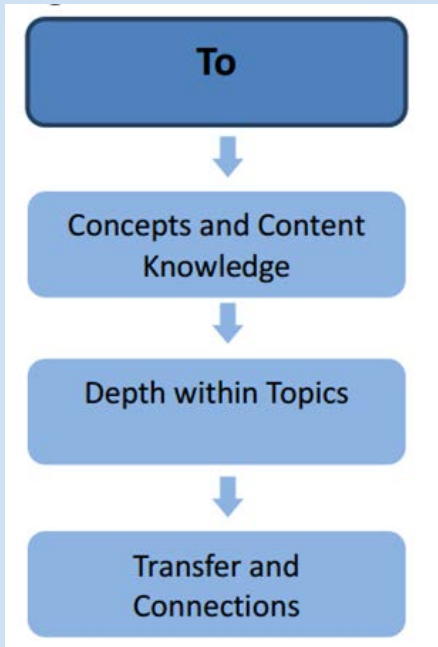


SHIFT #3: Integrate Content and Skills Purposefully

FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

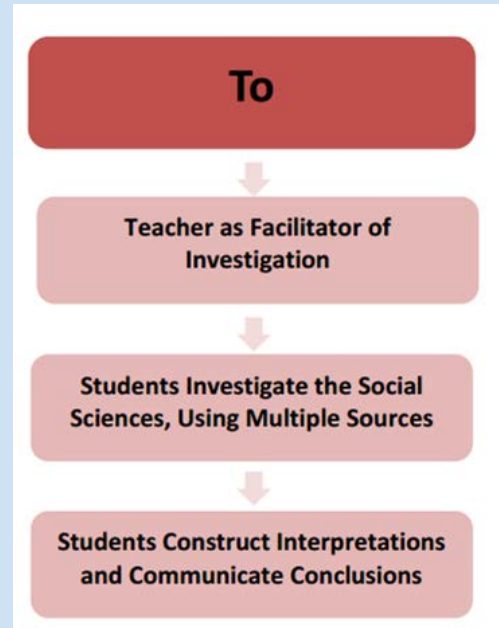
SHIFT #1:

Focus on Conceptual Understanding



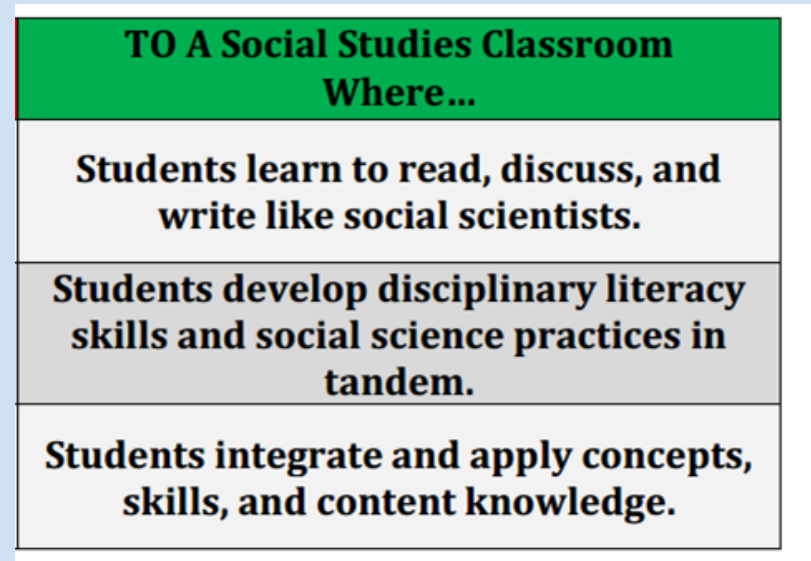
SHIFT #2:

Foster Students Inquiry, Collaboration and Informed Action



SHIFT #3:

Integrate Content and Skills Purposefully



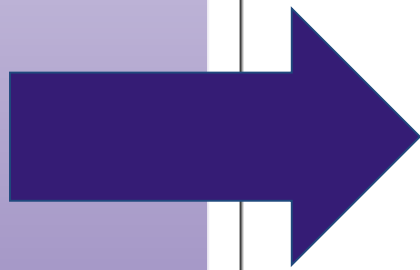
What does this actually look like in the classroom?





The **Social Studies Practices** represent the social science and **historical thinking skills** that students should develop K-12 in order to be prepared for civic participation, college, and careers.

- 1) Gathering, Interpreting and Using Evidence
- 2) Chronological Reasoning and Causation
- 3) Comparison and Contextualization
- 4) Geographic Reasoning
- 5) Economics and Economic Systems
- 6) Civic Participation

Social Studies Practices: Vertical Articulation Grades K-4

Social Studies Practices	K	1	2	3	4
Gathering, Interpreting and Using Evidence	Ask questions.	Develop questions about his/her family.	Develop questions about the community.	Develop questions about a world community.	Develop questions about New York State and its history, geography, economics, and/or government.
	Recognize forms of evidence used to make meaning in social studies.	Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize and use different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Recognize, use, and analyze different forms of evidence to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
	Identify the author or creator of a book or map.	Identify the creator and/or author of different forms of evidence.	Identify and explain creation and/or authorship, purpose, and format of evidence.	Identify and explain creation and/or authorship, purpose, and format of evidence. Where appropriate, identify point of view.	Identify and explain creation and /or authorship, purpose, and format of evidence. Where appropriate identify point of view and bias.
	Identify opinions expressed by others.	Identify opinions of others.	Identify arguments of others.	Identify arguments of others.	Identify arguments of others.
				Identify inferences.	Identify inferences.
		Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.	Create understanding of the past by using and analyzing primary and secondary sources.



Historical Reading Skills:	Questions:	Prompts
<p data-bbox="189 197 293 225">Source</p> 	<p data-bbox="479 197 1097 359">Who wrote this? What is the author's perspective? When was it written? Is it reliable/believable? Why? Or why not?</p>	<p data-bbox="1271 197 1850 317">The author probably believes... I think the audience is.... I do/don't trust this document because...</p>
<p data-bbox="189 474 293 502">Setting</p> 	<p data-bbox="479 474 1116 631">When and where was the document created? Was it different then? Was it the same? How does the setting affect the text?</p>	<p data-bbox="1271 474 1908 588">The author might have been influenced by... This document might not give me the whole picture because...</p>
<p data-bbox="139 745 343 773">Close Reading</p> 	<p data-bbox="479 745 1213 1002">What claims does the author make? What evidence does the author use? What language/word choice does the author use to persuade the audience? What facts am I learning that relate to the essential question?</p>	<p data-bbox="1271 745 1870 1002">I think the author chose these words in order to... The author is trying to convince me.. The author claims... The evidence used to support the author's claim is...</p>
<p data-bbox="100 1045 382 1073">Other Perspectives</p> 	<p data-bbox="479 1045 1116 1210">Whose perspective is missing? Could there be another side to this story? Is there an bias in this text? Is this text informational or argumentative?</p>	<p data-bbox="1271 1045 1715 1116">The missing point of view is.... The text is balanced because...</p>

Women's Rights -- A Case Study

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

(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

- Students will examine life as a slave in New York State.
- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

- Students will examine the rights denied to women during the 1800s.
- Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

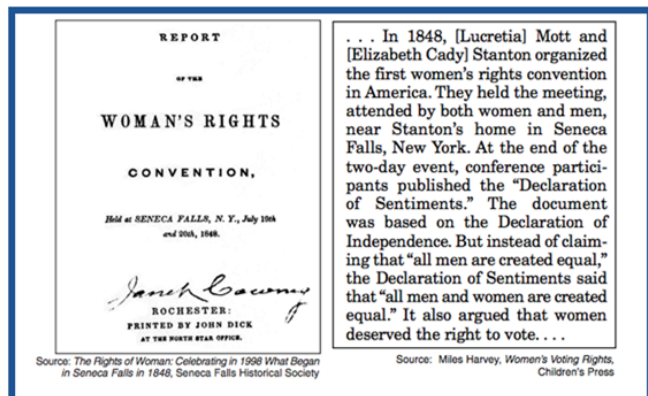
4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war.

- Students will explore how New York State supported the Union during the Civil War; providing soldiers, equipment, and food.
- Students will research a local community's contribution to the Civil War effort, using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.

4th Grade Call for Change Inquiry

4th Grade Call for Change Inquiry

What Did It Take for Women to Be Considered "Equal" to Men in New York



Left: Public domain. Cover of the Report of the Woman's Rights Convention. Seneca Falls Historical Society. Right: Miles Harvey, *Women's Voting Rights*. New York, NY: Children's Press, 1996. All rights reserved. Reprinted by permission of Children's Press an imprint of Scholastic Library Publishing, Inc.

Supporting Questions

- Who had voting rights in New York State when the United States was founded?
- What were the social roles of women in New York before the 20th century?
- How did women move from the home to the political stage in New York?

What Did It Take for Women to Be Considered "Equal" to Men in New York?

New York State Social Studies Framework Key Idea & Practices	4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. Chronological Reasoning and Causation Gathering, Interpreting, and Using Evidence Comparison and Contextualization
Staging the Question	Participate in a discussion about what it means to be equal.

Supporting Question 1

Who had voting rights in New York State when the United States was founded?

Formative Performance Task

List the requirements for voting in New York State.

Featured Sources

Source A: Excerpt from the Declaration of Independence
Source B: Excerpt from the New York State Constitution

Supporting Question 2

What were the social roles of women in New York before the 20th century?

Formative Performance Task

Write a paragraph describing women's roles in society before the 20th century.

Featured Sources

Source A: Image bank: Social roles of women
Source B: Fourteenth and Fifteenth amendments to the US Constitution

Supporting Question 3

How did women move from the home to the political stage in New York?

Formative Performance Task

Make a claim about how women gained the right to vote in New York.

Featured Sources

Source A: Image bank: Susan B. Anthony and women's rights
Source B: Nineteenth Amendment to the US Constitution

Summative Performance Task	ARGUMENT What did it take for women to be considered "equal" to men in New York? Construct an argument that addresses the compelling question using specific claims and evidence.
	EXTENSION Write a letter to Susan B. Anthony or Elizabeth Cady Stanton that describes how women's rights have progressed since the early 1900s.
Taking Informed Action	UNDERSTAND Collect data about the number of Americans who voted in the last presidential election. ASSESS Brainstorm ideas about the importance of exercising one's right to vote. ACT Create a public service announcement to promote the importance of voting and send the video to a local radio station, TV station, or newspaper.

Grade 4 Social Studies/ELA Curriculum
Unit 4: Call for Change

Pacing: Feb/Mar

**Content New to Fourth Grade Curriculum*

Social Studies Practices: *Chronological Reasoning and Causation *Comparison & Contextualization *Gathering, Interpreting, and Using Evidence

Essential Question:

Can an individual make a difference in history?

Compelling Question (Inquiry):
(NYS Toolkit)

What did it take for women to be considered “equal” to men in New York?

Supporting Questions:

- Who had voting rights in New York State when the United States was founded?
- What were the social roles for women in New York before the 20th century?
- How did women move from the home to the political stage in New York?

Unifying Themes

- **Civic Ideals & Practices**
- **Development & Transformation of Social Structures**
- **Individual Development & Cultural Identity**

Core Student Understandings

4.5: Different groups of people did not have equal rights and freedoms. The struggle was one factor in the division of the United States that resulted in the Civil War.

- Examine life as a slave in NY
- Investigate people who took action to abolish slavery, *including Arnold Gragston, Fredrick Douglass, William Lloyd Garrison, & Harriet Tubman*
- Examine rights denied to women during the 1800s
- Investigate people who took action to bring about change *such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, & Elizabeth Blackwell.*
- Explore what happened at the convention of women in Seneca Falls
- Explore how New York supported the Union during the Civil War
- Research a local community’s contribution to the Civil War effort *using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts.*

** Please use the Document Inquiry on Abolition to teach slavery and abolition within this unit. (Reference the enclosed document)*

Targeted ELA Outcomes

- In previewing text, recognize common **text structures** and text features to help **predict** how the text will go in order to organize thinking and note-taking
- While reading, often pause to **generate questions, determine importance, and summarize** as a way to hold onto new learning, noting the **main idea** of each ‘chunk’
- **Compare and contrast** *first and second hand accounts* using several texts relating to one topic.
- When analyzing texts and encountering different **perspectives/points of view** students will evaluate information and author’s *crafting decisions/techniques* to help identify their **purpose and bias**.
- Students will acquire or **challenge information**, seek explanations and *integrate their new knowledge* to deepen their understanding, feel something about the topic, and apply it to their own lives

Essential Vocabulary

Tier 2:

abolish
 convention
 crusader
 deny
 deprive
 equal
 factory
 heritage
 homeland
 inhabitant
 migration
 movement
 pioneer
 reside
 sentiment
 shirtwaist
 slavery
 suffrage
 tenement
 violation

Tier 3:

child labor
 great migration
 Harlem renaissance
 Amendments: 14, 15, and 19
 packet boat
 Seneca Falls
 working conditions

Core Texts

Redcoats & Petticoats By

[Katherine Kirkpatrick](#) and [Ronald Himler](#)

Friends Forever

(The Story of Susan B. Anthony & Fredrick Douglas) by Suzanne Slade

Sweet Clara and the Freedom Quilt

by Deborah Hopkinson

Uncle Jed's Barbershop

by Margaree King Mitchell

The Story of Ruby Bridges

by Robert Coles

All Different Now: Juneteenth, the First Day of Freedom

by Angela Johnson

Juneteenth Jamboree

by Carole Boston Weatherford

The Great Migration: Journey to the North

by Eloise Greenfield

Voting Rights

A Long Way to Go by Zibby O'Neill

I Could Do That: Esther Morris Gets

Women the Vote by Linda Arms White

Sit-in How Four Friends Stood Up by

Sitting Down By Andrea Davis Pinkney

Freedom on the Menu - The

Greensboro Sit-Ins

by Carole Boston Weatherford

Child of the Civil Rights Movement by

Paula Young Shelton & Raul Colon

Coordinating Resources

New York: Adventures in Time and Place (McGraw Hill)

Chapter 8 - In Search of Freedom
pages 188 - 205

A Call for Change
pages 190 - 195

New York in the Civil War
pages 196 - 201

Chapter 8 Review
pages 204 - 207

Primary Source Readers: Building a Democracy

Harcourt

Historical Fiction: Chasing Freedom

by Nikki Grimes

Nonfiction:

Malala Yousafzai: Warrior with Words

by Kareen Legget Abouraya

A is for Activist

Innosanto Nagara

Women Who Changed the World

by Laurie Calkhoven

Internet Resources

RI.10: Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations or interactive elements on webpages)

Putnam Boces

Integrated Social Studies / Ela Curriculum

User Name: Plainview

Password:POBCSD124

Discovery Education

username: pobcsd

password: pobcsd

"Harvest of History." Farmer's Museum.

"Timeline African American New York and African Free School." New York Historical Society.

"New York: Women's History."

"Teaching with Primary Sources." Tenement House Museum.

The Role of Famous New Yorkers on the Underground Railroad

"Harriet Tubman and the Underground Railroad."

"The Harlem Renaissance." History.com.

"Workers' Rights: The Triangle Shirtwaist Fire." Discovery Education.

Formative & Summative Assessments

Required:

*Formative & Summative Performance Tasks included in the Inquiry

*At least two of the *Tools to Support ELA Outcomes*

Optional:

*Teacher-generated assessments throughout the unit such as; vocabulary quizzes, constructed response questions and DBQ's.
*Extension and Taking Informed Action tasks from the Inquiry.

Additional assessments:

Putnam Boces Website
pnwboces.org/ssela

Teaching Tool:

*Please use the enclosed Document Inquiry on Abolition to deepen understanding while teaching.

**Keep in mind that this inquiry is a teaching tool; it is NOT an assessment.*

Course: _____ Unit: _____

Compelling Question:	
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<u>NYS55 Framework:</u>
<u>Social Studies Practices/Inquiry Skills</u>

Supporting Questions	Featured Sources	Formative Performance Task

Summative Performance Task:
Extension:
Taking Informed Action:

12th grade

Consider what **social studies practices** will be addressed in this unit and paste them here.

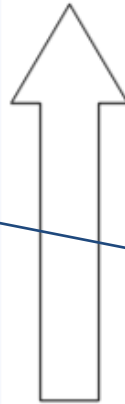
Lesson plans will address each supporting question. The lessons may take more than one day.

Formative performance tasks will be where students show that they have learned content by using the social studies practices listed on a specific **lesson plan**.

Summative performance tasks will allow students to demonstrate what they have learned at the **end of the inquiry**.

Compelling Question:

Does our government today live up to the principles of democracy established in the U.S. Constitution?



NYSSS Framework: 12.G1(a-e)FOUNDATIONS OF AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

Social Studies Practices/Inquiry Skills

A. Gathering, Interpreting and Using Evidence:

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format and audience.
5. Make inferences and draw conclusions from evidence.

C. Comparison and Contextualization

1. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present.

F. Civic Participation

8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

Supporting Questions:

Featured Sources:

Formative Performance Task

What are the six essential principles of American democracy?

U.S. Constitution
Federalist 51

Write paragraph to explain each of the principles of American democracy.

Where did the principles of American democracy come from?

Selections from
Hobbes, Montesquieu,
Rousseau

Use direct quotes from each source to construct an explanation of how the philosophes influenced American political thinkers.

Which should have more power, state governments or the federal government?

10th Amendment
Federalist 46

Create arguments and counterarguments for series of short debates on the role of state/federal government in selected issues.

Why is the rule of law essential to American democracy?

What is Rule of Law
American Bar Assoc.

Participate in on-line discussion regarding importance of rule of law.

Are the basic elements of American democracy evident in current events?

Various news sites

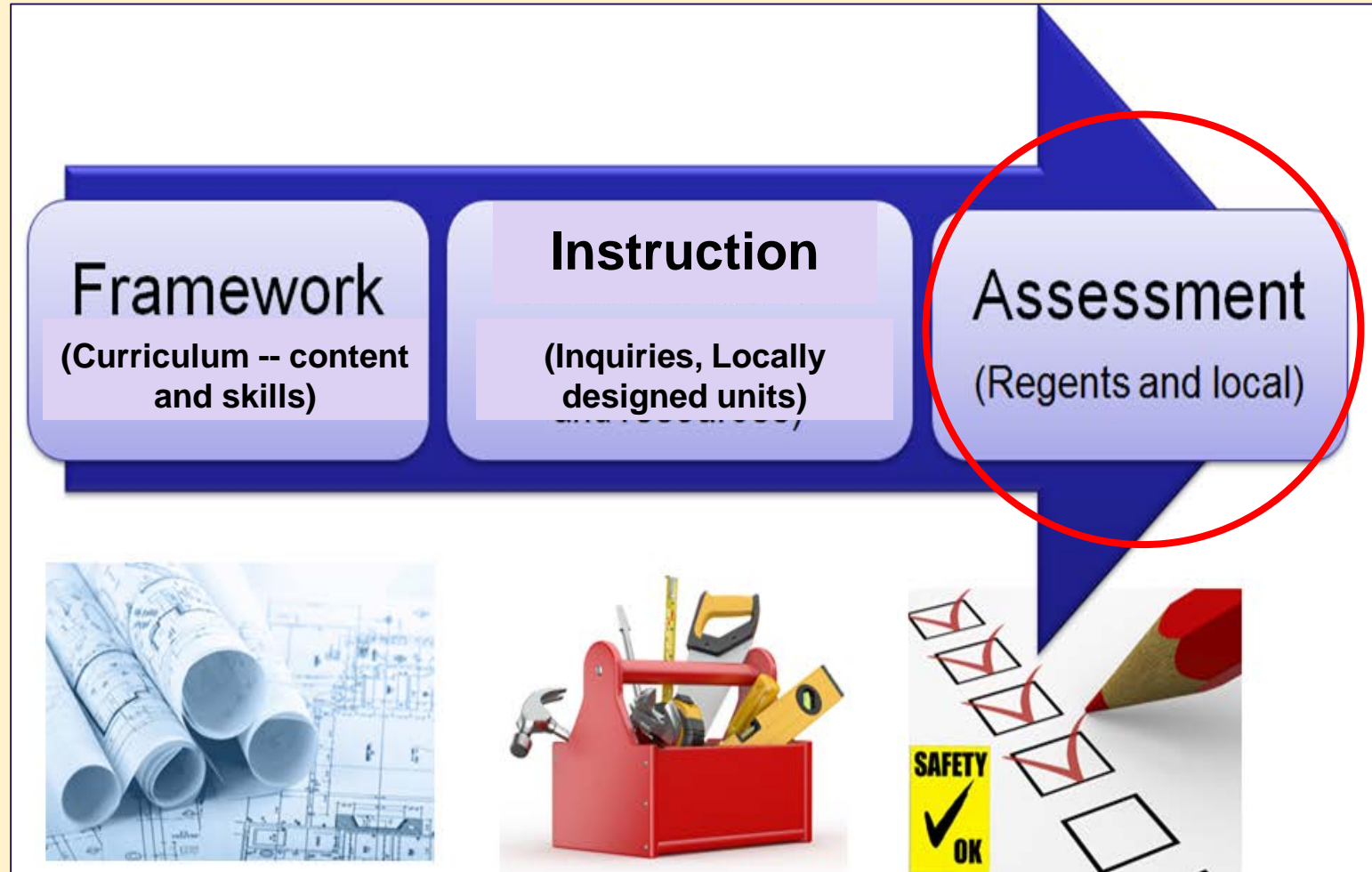
Find a current event that illustrates the importance (or not) of each of the principles of American democracy. present explanation to small group of peers.

Summative Performance Task: Write an essay to answer the compelling question.

Extension: Participate in Bill of Rights Institute blog and apply specific information about Constitution to response.

Taking Informed Action: Research one of the current issues related to federalism. Write to a legislator asking for specific action regarding that issue.

What is different in the NYS Social Studies Framework



How will the new standards and social studies processes be assessed?

Timeline and Comparison of Exam Formats

<p>Current Exam June 2016-Jan. 2018 (current Grade10)</p>	<p>9th and 10th grade content Neolithic times - Present</p>	<ul style="list-style-type: none"> ● 50 multiple choice questions ● documents and scaffolding questions ● 2 essays – thematic and DBQ
<p>Transition Exam June 2018 – 2020 (current Grades 9, 8, 7)</p>	<p>Only 10th grade content 1750 - Present</p>	<p>Same format as the current exam</p> <ul style="list-style-type: none"> ● 30 multiple choice questions ● documents and scaffolding questions ● 2 essays – thematic and DBQ
<p>New Exam June 2019–June 2020 (current Grades 7 & 8)</p>	<p>Only 10th grade content 1750 - Present</p>	<ul style="list-style-type: none"> ● 25-30 stimulus based multiple choice questions ● 3 sets of document based extended response questions ● 1 essay – “enduring issues”

*New U.S. exam anticipated June 2020 (no transition)

Part 1 -- Multiple Choice

The “old” Regents Multiple Choice Questions

- 25 Baron de Montesquieu believed that a separation of powers would
- (1) prevent tyranny by acting as a check on power
 - (2) restore authority to the Roman Catholic Church
 - (3) increase corruption of political authority
 - (4) decrease the power of the middle class

New Exam -- Stimulus Based Multiple Choice Questions

“...Nor is there liberty if the power of judging is not separate from legislative power and from executive power. If it were jointed to legislative power, the power over the life and liberty of the citizens would be arbitrary, for the judge would be the legislator. If it were jointed to executive power, the judge could have the force of an oppressor...”

Source: Montesquieu, *The Spirit of the Laws*

1. Which principle is best supported by this excerpt?

1. Separation of Powers
2. Divine Right
3. Universal Suffrage
4. Self Determination

Task Model	3: Students are given stimuli and asked to identify support for given claim (bound in same timeframe/event/space). Must require student to draw on knowledge rather than the straight comprehension of text.
Framework Reference	10.2a: Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. ➤ Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.

2. Which group's ideas are best represented by this excerpt?

1. Enlightenment philosophers
2. Absolute Monarchs
3. Communists
4. Missionaries

Task Model	3: Students are given stimuli and asked to identify support for given claim (bound in same timeframe/event/space). Must require student to draw on knowledge rather than the straight comprehension of text.
Framework Reference	10.2a: Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. ➤ Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.

China—the Cake of Kings and ... of Emperors



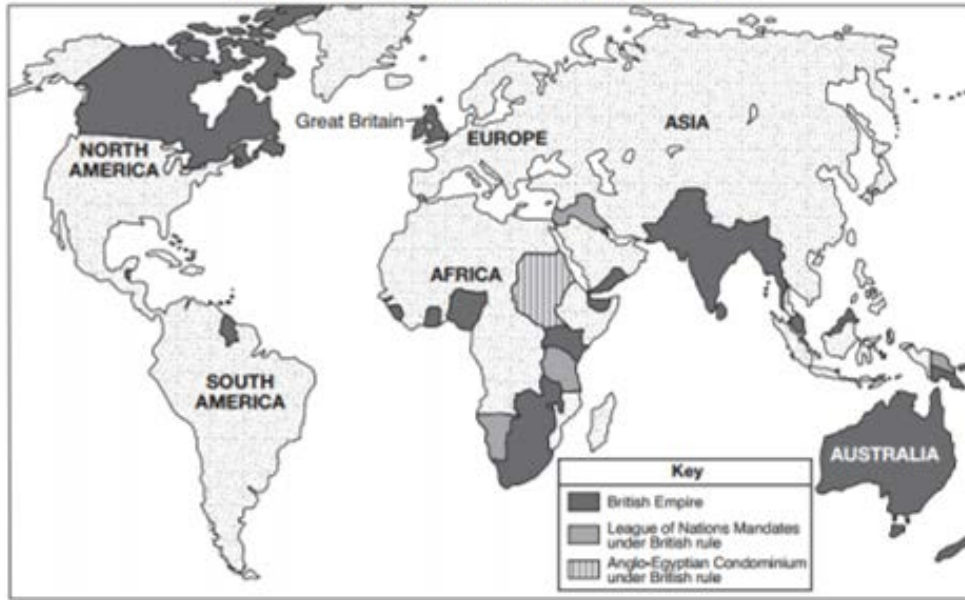
Source: *The Little Journal*, published in France, January 16, 1898 (Bibliothèque Nationale de France)

1. In this cartoon, the Chinese are reacting to the process of
 1. imperialism
 2. industrialization
 3. collectivization
 4. unification

Task Model	6: Students are given a stimulus and asked to identify significance as part of change or part of continuity in history (2a, 1a)
Framework Reference	10.4a: European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. ➤ Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.

2. Which statement best represents a reason Japan is seated at the table in this cartoon?
 1. The Meiji Restoration industrialized Japan.
 2. The Tokugawa Shogunate centralized Japan's government.
 3. Japan was invited as an ally of China.
 4. Japan had become militarily stronger than most European powers

The British Empire and Mandates in the Early 1920s



Source: Encyclopedia Britannica Kids (adapted)

1. A historian could best use this map to study which topic?
 1. imperialism
 2. détente
 3. the transatlantic Slave Trade
 4. United Nations membership

2. What later development would change a political situation shown on this map?

1. Gandhi's non-violent resistance
2. Augusto Pinochet's human rights abuses
3. Mao Zedong's communist revolution
4. Ho Chi Minh's nationalist movement

Excerpt from a speech by Winston S. Churchill, March 5, 1946 at Westminster College in Fulton, Missouri

...From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in some cases, increasing measure of control from Moscow. Athens alone—Greece with its immortal glories—is free to decide its future at an election under British, American, and French observation. The Russian-dominated Polish Government has been encouraged to make enormous and wrongful inroads upon Germany, and mass expulsions of millions of Germans on a scale grievous and undreamed-of are now taking place. The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. Police governments are prevailing in nearly every case, and so far, except in Czechoslovakia, there is no true democracy....

Source: Winston Churchill, *The Sineus of Peace*, March 5, 1946, The Churchill Centre

Which important issue does Winston Churchill discuss in this excerpt?

1. increasing tension between non-communist and communist nations
2. buildup of conventional armaments leading up to World War I
3. rising concerns over the unification of Germany
4. expanding role of the British Empire in world politics

Which organization formed in response to the situation Churchill described in this speech?

1. North Atlantic Treaty Organization (NATO)
2. League of Nations
3. Alliance of Central Powers
4. European Union (EU)

Aftermath of the French and Indian War



4. Many colonists were angered by the Proclamation of 1763 because it

- (1) took too much land from Canada
- (2) gave Florida to the French
- (3) limited their freedom to move west
- (4) encouraged raids by Native American Indians

5. This map would be most useful to historians as a source of information about which of the following?

- (1) immediate cause of the French and Indian War
- (2) long term events leading to the American Revolutionary War
- (3) causes of Pontiac's War
- (4) results of the Pequot War

7th grade example

7th grade

Answer questions 7 and 8 based on the letter below and on your knowledge of social studies.

To the MERCHANTS and TRADERS, of the City of Philadelphia

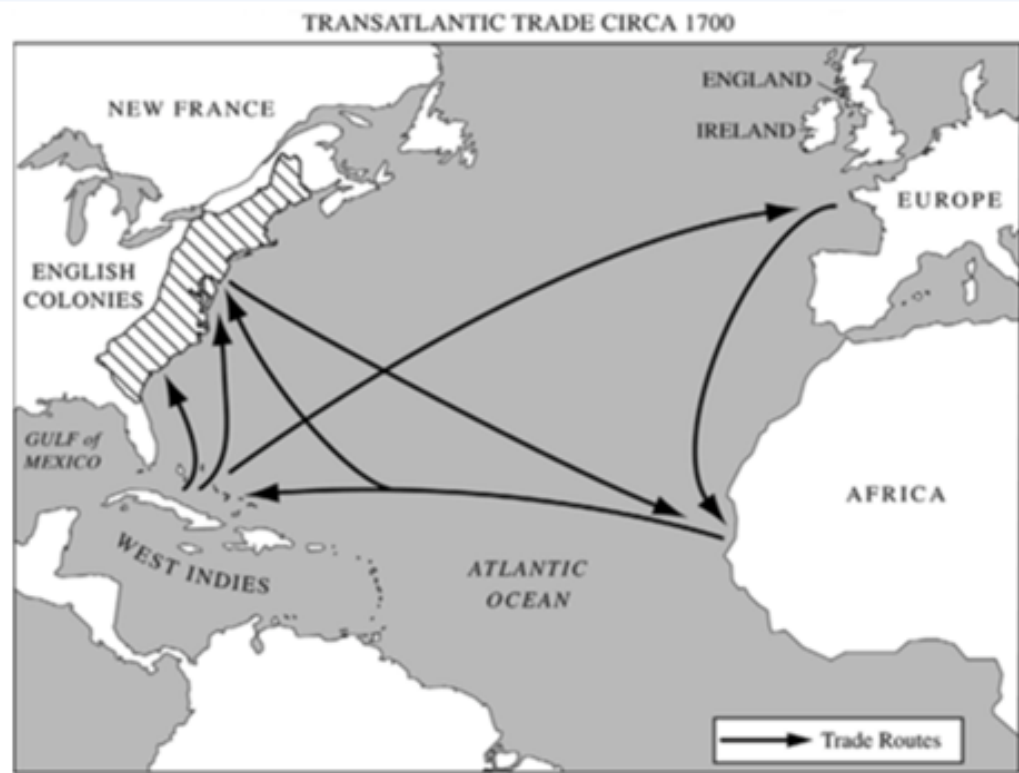
GENTLEMEN,

The worthy and patriotic Writer of the Farmer's Letters, has clearly demonstrated, that the **Liberties** [*rights*] of the British Colonies in America, have been most cruelly violated by the late parliamentary **Impositions** [*taxes*] on Paper, Glass, etc. for the **sole** [*only*] Purpose of raising a Revenue upon us without our Consent; every Lover of his Country must therefore **rejoice** [*celebrate*] in seeing those Measures taken, which are most likely to **obtain** [*get*] **Redress** [*solve/end*] of our present **Grievances** [*complaints*]...The Merchants of Boston have unanimously **resolved** [*decided*] to **suspend** [*stop*] the Importation of Goods from Great-Britain during Twelve Months, provided the Colonies of New-York, Pennsylvania, etc. think proper to adopt the same Measure, and the Act, so justly complained of, be not repealed.

-Anonymous, Philadelphia, 1770

7. Which method of colonial resistance is **referenced** [*mentioned*] in the letter above?
- Stamp Act Congress
 - Boycotts
 - Writs of Assistance
 - Boston Tea Party
8. In the American colonies, this method was an effective way of protesting British policies mainly because the action
- ended trade within the colonies.
 - forced Britain to remove most troops.
 - kept out most products from other European nations.
 - caused economic hardships for British merchants.

9th grade



1. Which of the following was a direct result of the trade pattern shown on the map?
 - (A) English colonies in North America developed methods of industrial production.
 - (B) The production of cash crops in North America and the Caribbean increased.
 - (C) Trade between states in sub-Saharan Africa and the Middle East decreased.
 - (D) Territories in sub-Saharan Africa were colonized by European nations.
2. Which of the following led directly to the structure of the trade system shown on the map?
 - (A) Laissez-faire capitalism
 - (B) mercantilist economic practices
 - (C) the *encomienda* labor system
 - (D) development of trading alliances among Maya city-states
3. Which of the following contributed most to the disruption of the trade network shown on the map during the nineteenth century?
 - (A) the increase in European immigration to the Americas
 - (B) the spread of Enlightenment ideals in the Americas
 - (C) the increase demand for American silver in China
 - (D) the development of maritime transportation technology

Part 2 -- Short Answer Question Sets

3 short answer questions sets

Each set will have **paired documents**

Each set will include questions about historical/geographic context, sourcing, bias, reliability, cause and effect, comparison

Social Studies Practices

- 1) Gathering, Interpreting and Using Evidence
- 2) Chronological Reasoning and Causation
- 3) Comparison and Contextualization
- 4) Geographic Reasoning
- 5) Economics and Economic Systems
- 6) Civic Participation

PART 2—SHORT ANSWER QUESTION SETS

Document 1

Select Articles from the Treaty of Versailles

Article 159

The German military forces shall be demobilised and reduced as prescribed hereinafter.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

Article 232

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto.

Source: The Versailles Treaty June 28, 1919

Using Document 1, explain how the **historical context** affected the development of the Versailles Treaty.

Document 2



rick, *St. Louis Post-Dispatch*, October 19, 1930

Using document 2, identify Daniel Fitzpatrick's **point of view** shown in this cartoon.

b. Explain how Daniel Fitzpatrick's point of view affects document 2 as a **reliable source** of evidence.

QUESTION 3 Identify and explain a **cause and effect relationship** between the events or ideas found in these documents.

Document 1

Growth of the Japanese Empire, 1931–41



Source: Historical Maps on File, Revised Edition, Volume II, Facts on File (adapted)

Document 2

SOURCE: Dr. Tatsuichiro Akizuki, recalling memories as a physician practicing medicine in Nagasaki, on August 9, 1945, published in his book *Nagasaki 1945*.

There was a blinding white flash of light, and the next moment — *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat — I didn't know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back....

All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour — black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world....

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books

Using document 1, explain how the **geographic context** affected the development of the Japanese Empire

Using document 2, identify Dr. Tatsuichiro Akizuki's **purpose** for writing this account.

b. Explain how purpose affects document 2 as a **reliable source** of evidence.

QUESTION 3 -- Identify a turning point associated with the events or ideas found in these documents and explain why it is a turning point.

Document 1

Macgregor Laird, Scottish explorer and shipbuilder, written after travelling by steamship up the Niger River in West Africa between 1832 and 1834.

We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of "peace and good will towards men" into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly "the highway of nations," and made easy what it would have been difficult if not impossible, to accomplish with out it....

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834*, Volume II, London, Richard Bentley, 1837

Document 2

Nnamdi Azikiwe, nationalist leader in Nigeria, speech at the British Peace Congress in London, addressing British colonialism in Africa, 1947.

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

Using the narrative provided in document 1, explain how the **historical context** affected the development of British imperial attitudes.

Using document 2, identify Nnamdi Azikiwe's **point of view** expressed in this speech.

b. Explain how Nnamdi Azikiwe's point of view affects document 2 as a **reliable source** of evidence.

QUESTION 3 -- Identify and explain a similarity or a difference between the ideas presented in these documents.

7th grade exam

Excerpt from the *Olive Branch Petition*

“Attached to your Majesty’s person, family, and Government, with all **devotion** [*loyalty*] that principle and affection can inspire; connected with Great Britain by the strongest ties that can unite societies, and **deploring** [*disagreeing with*] every event that tends in any degree to weaken them, we solemnly **assure** [*promise*] your Majesty, that we not only most **ardently** [*passionately*] desire the former **harmony** [*peace*] between her and these Colonies may be **restored** [*reestablished*], but that a **concord** [*an agreement*] may be established...”

-The Second Continental Congress, July 5, 1775

16. Who was the author of the *Olive Branch Petition*? Who was the intended audience? (3)

_____ → _____
AUTHOR (1) AUDIENCE (2)

17. What is the **historical context** [*historical setting*] of the *Olive Branch Petition*?

a) When was the document written? (1)

b) What events led to the writing of the document? (3)

18. What was the goal of the *Olive Branch Petition*? (3)

19. To what extent was the *Olive Branch Petition* effective in achieving its goal? (3)

S.O.A.P. Activity [10 points]

After analyzing the source below, respond to the S.O.A.P. questions.

We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. A house divided against itself cannot stand. I believe this government cannot endure, permanently, half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the states, old as well as new, North as well as South."

-Abraham Lincoln, *Lincoln-Douglas Debates 1858*

Source:
Who was the author of the document?

Does the author have authority to comment on the subject? Explain.

Audience:
Who would agree or disagree with the contents of the document? Explain.

Occasion:
When and where was the document created?

How may have what was happening at the time influenced the contents of the document?

Purpose:
Why was the document created?



Symbols:
Who is represented by each character in the cartoon?

Actions:
Describe the interaction between the people in the cartoon.

Captions:
What issues are being depicted by the text in the cartoon?

Message:
What is the main idea of the image?

QUESTION 3 -- Identify and explain a similarity or a difference between the ideas presented in these documents.

IMPRESSMENT, THE EMBARGO ACT AND THE NON-INTERCOURSE ACT

Britain and France went to war again in 1803. At first, Americans profited from the conflict. British and French ships were too busy fighting to engage in trade. Therefore, American merchants eagerly traded with both sides. However, neither Britain or France wanted the United States to sell supplies to its enemy. Consequently, the French and British began to seize American ships bound for enemy territory. In addition, both sides began to **impress** American sailors.

Define **impressment**: _____

Answer the questions that follow each document based text provided and on your knowledge of social studies.

DOCUMENT A

"On the impressment of our seamen, our **remonstrances** [*protest*] have never been **intermittent** [*on and off*]. A hope existed at one moment, of an arrangement which might have been **submitted to** [*accepted*] but it soon passed away, and the practice, though relaxed at times in the distance seas, has been constantly pursued in those in our **neighborhood** [*around the United States*]."

-Thomas Jefferson, 1807

1. Who was the author of this quote?
2. What role did the author play in the United States government?
3. What was the author's purpose in stating the ideas presented above?
4. Explain how the **historical context** affected Jefferson's statement on impressment.

Document B

"...An act laying an, **embargo** [*ban*] on all ships and vessels in the ports and harbors of the United States," ...
Be it enacted...in Congress assembled, that during the continuance of the act laying an embargo on all ships and vessels in the ports and harbors of the United States, no vessels of any description whatever, and wherever bound...within the **jurisdiction** of the United States shall be allowed, to depart from any port of the United States...
-United States Congress, *Embargo Act*, 1807

5. What was the author's purpose in creating this document?
6. Identify and explain a **cause and effect relationship between the events or ideas presented in Document A and Document B.**

Document C

An ACT to **interdict** [*prohibit*] the **commercial intercourse** [*trade*] between the United States and Great Britain and France...

Be it enacted . . ., That from and after the passing of this act, the entrance of the harbors and waters of the United States...is hereby **interdicted** [*prohibited*] to all public ships and vessels belonging to Great Britain or France...

Any public ship or vessel, not being included in the exception above mentioned, shall enter any harbor or waters within the jurisdiction of the United States...

-United States Congress, *Non-Intercourse Act*, 1809

7. What was the author's purpose in creating this document?
8. Identify a **similarity or a difference between the events or ideas presented in Document B and Document C.**

Part 3 -- Extended Essay on **Enduring Issues**

Same prompt every year

Different documents

No scaffolding questions

Argument-based essay supported with evidence
from documents and knowledge of global
history

PART 3—EXTENDED ESSAY

- Identify and define an enduring issue raised by this set of documents.
- Using your knowledge of Social Studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time.

Julius Streicher, member of the Nazi Party, March 31, 1933

German national comrades! The ones who are guilty of this insane crime, this malicious atrocity propaganda and incitement to boycott, are the Jews in Germany. They have called on their racial comrades abroad to fight against the German people. They have transmitted the lies and calumnies abroad. Therefore the Reich leadership of the German movement for freedom have decided, in defense against criminal incitement, to impose a boycott of all Jewish shops, department stores, offices, etc., beginning on Saturday, 1 April 1933, at 10 a.m. We are calling on you, German women and men, to comply with this boycott. Do not buy in Jewish shops and department stores, do not go to Jewish lawyers, avoid Jewish physicians. Show the Jews that they cannot besmirch Germany and disparage its honor without punishment. Whoever acts against this appeal proves thereby that he stands on the side of Germany's enemies. Long live the honorable Field Marshal from the Great War, Reich President Paul v. Hindenburg! Long live the Führer and Reich Chancellor Adolf Hitler! Long live the German people and the holy German fatherland!

Excerpt from unanimously adopted Resolution by the United Nations General Assembly, December 9, 1948

Article 1

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article 2

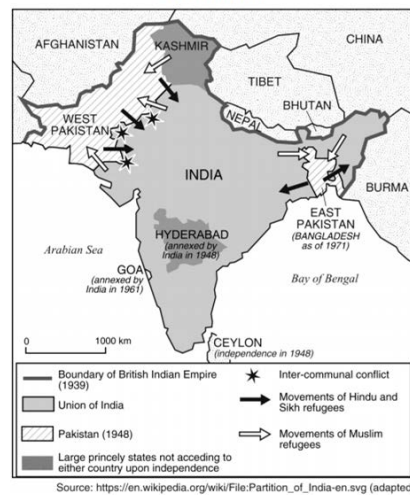
In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Source: United Nations General Assembly, December 9, 1948, Resolution 260 (III) A.

Neue Fol

DOCUMENT 5



DOCUMENT 4

Debbie Wolfe writes about growing up as a white child under apartheid

I was born in South Africa, under apartheid — a white child with every privilege. It was the year 1969, five years after Nelson Mandela was sentenced to life in prison.

While my parents weren't wealthy, my dad was an engineer, and a graduate of the University of Cape Town. We had a pretty little townhouse in the suburbs of Cape Town. I had good food to eat. There were dolls to play with, and presents under the tree at Christmas. I went to ballet lessons, and my lovely preschool down the road.

I had never heard the name 'Nelson Mandela'. I was too little to understand what was happening in my country, or what apartheid meant. I got the faintest glimpse every couple of weeks, when we rode the train into Cape Town to meet my father for lunch.

Those were the only days that I actually saw black children. But it was always from far away, or through the window of a train. In the first six years of my life, I never got to speak or play with a child whose skin was a different colour than mine.

On those train rides, my mother and I waited on a platform designated for 'whites' waiting to board the train cars for 'whites'. There was a separate platform for 'blacks'. Once on the train, we'd pass needed to go to children.

Source: Debbie Wolfe

DOCUMENT 2

Miron Dolot, eyewitness account of growing up in Ukraine under Stalin's Soviet policy

But thanks to those meetings, those of us able to attend learned that sometime in January the Communist Party of the Soviet Union, after accusing Ukraine of deliberately sabotaging the fulfillment of grain quotas, had sent [Pavel] Postyshev, a sadistically cruel Russian chauvinist, as its viceroy to Ukraine. His appointment played a crucial role in the lives of all Ukrainians. It was Postyshev who brought along and implemented a new Soviet Russian policy in Ukraine. It was an openly proclaimed policy of deliberate and unrestricted destruction of everything that was Ukrainian. From now on, we were continually reminded that there were "bourgeois-nationalists" among us whom we must destroy. They were the ones causing our "food difficulties." Those hideous "bourgeois-nationalists" were starving us to death, and on and on went the accusations. At every meeting, we were told that the fight against the Ukrainian national movement was as important for the "construction of socialist society" as the struggle for bread. This new campaign against the Ukrainian national movement had resulted in the annihilation of the Ukrainian central government as well as all Ukrainian cultural, educational, and social institutions. There were also arrests in our village as a result of this new policy.

With the arrival of Postyshev, the grain collection campaign was changed into a Seed Collection Campaign. The fact that the farmers were starving did not bother the authorities at all. What they worried about was the lack of seed for the spring sowing. I remember one of Postyshev's speeches in which he instructed all Party organizations to collect seed with the same methods used in collecting grain. He also ordered the expropriation of grain seed which had supposedly been stolen or illegally distributed as food for the members of collective farms. It was made clear that the needed seed must be collected and delivered immediately and at all costs. But it was beyond our comprehension that the Communist authorities could so ruthlessly demand grain at a time when the bodies of starved farmers were littering the roads, fields, and backyards. As we listened to these harangues, we often thought that perhaps there was hidden sabotage at work to discredit the Communist Party. But we were naive. Devoid of all human emotions, the Party wanted grain from us; starvation was no excuse. The Party officials treated us with contempt and impatience. All this was heightened by the traditional Russian distrust and dislike of Ukrainian farmers. Thus we were forced to listen to the endless lies of these Russian officials that there was no famine; that no one was starving. Those who died were the lazy ones who refused to work at the collective farm. They deserved to die.

Source: Miron Dolot, *Execution by Hunger: The Hidden Holocaust*, 1985

Assessing District Readiness

Framework

- To what extent have teachers examined the new Framework?
- Are teachers well versed in the social studies practices?
- Have you provided opportunities to facilitate vertical alignment of social studies skills and practices k-12?

Instruction

- Are teachers integrating the social studies practices into their lessons?
- Do teachers know how to construct an inquiry-based lesson?
- Are teachers familiar with the instructional shifts demanded by the new framework?
- Are teachers integrating formative assessments?

Assessment

- Are teachers familiar with the new assessments?
- To what extent do unit exams and other summative assessments reflect the level of rigor and format of the new assessments?
- Will your district use the transition AND new assessment?

Moving Forward

- Assess teacher capacity in order to design data-driven/targeted professional development
- Prioritize needs
- Develop a cohesive plan for staff development
 - Disseminate information k-12 to create a shared vision
 - Work at each building level (primary, elementary, middle, high school) to facilitate vertical articulation and alignment of curriculum and social studies skills.
 - Facilitate grade/course level curriculum work to design instructional units and assessments that reflect the new Framework

The primary purpose of Social Studies...

...is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (NCSS).

Resources from New York State

[Engage New York -- Social Studies](#)

[Field Guide](#)

[NY State k-12 Introduction to Framework](#)

[K-8 Social Studies Framework](#)

[9-12 Social Studies Framework](#)

[Social Studies Tool Kit](#)

[Kindergarten-Grade 4 Inquiry Topics and Key Ideas](#)

[Grades 5-8 Inquiry Topics and Key Ideas](#)

[Grades 9-12 Inquiry Topics and Key Ideas](#)

[New Regents in Global History and Geography](#)