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**History of the United States
and New York
Commencement**

STANDARDS

PAGE REFERENCES

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students: • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans

Student Edition:

357-360, 446-448, 449-452, 485-488, 609-612, 659-664, 719-724, 841-844

Biography 451, 661

Check for Understanding 452 #2

Teacher Edition:

BI 451; CC 664; CRC 610; HTS 659, 719, 843; WS 358, 447

• describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents.

Student Edition:

24-25, 67-68, 70-74, 104-106, 107-112, 113-122, 134-138, 148, 298-299

Check for Understanding 68 #2, 115 #1

Teacher Edition:

BI 113; CS 68, 105, 109; GC 148; HCA 26, 298; HTS 71, 73, 137; WS 119

This is evident, for example, when students: ▲ explore the meaning of the United States motto, “E Pluribus Unum,” by identifying both those forces that unite Americans and those that potentially divide Americans. Based on a study of key events in United States history, such as the American Revolution, the Civil War, the women’s suffrage movement, and the civil rights movement, discuss how at least two core civic ideas, such as individual rights and the consent of the governed, have been forces for national unity in this diverse society ▲ analyze the decisions leading to major turning points in United States history, comparing alternative courses of action, and hypothesizing, within the context of the historic period, about what might have happened if the decision had been different. Investigate decisions and actions such as: - the signing of the Declaration of Independence in 1776 - the forced relocation of Native American Indians - the Mexican-American War - Lincoln’s resolve to sustain the Union - Plessy v. Ferguson Supreme Court decision - Progressive reforms - United States entry into World Wars I and II - the decision to refrain from joining the League of Nations - ratification of the Nineteenth Amendment - Roosevelt’s New Deal - the decision to drop the atomic bomb on Japan in 1945 - Rosa Parks’ decision to challenge the Jim Crow laws in Alabama in 1955 - American involvement in Southeast Asia in the 1960s and 1970s - the end of the Cold War and the democratic revolutions in Eastern European countries ▲ read Dr. Martin Luther King’s “Letter from Birmingham Jail” and discuss how this letter expresses the basic ideas, values, and beliefs found in the United States Constitution and Bill of Rights.

STANDARDS	PAGE REFERENCES
<p>2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives</p>	
<p>Students: • discuss several schemes for periodizing the history of New York State and the United States</p>	<p>Student Edition: HT7-HT8, 6, 104, 328, 432, 568, 686, 756 <i>Check for Understanding</i> HT8 #1 <i>Lesson Activities</i> 106 #2</p> <p>Teacher Edition: HTS HT7, 6, 164, 432; SLS HT7, 568, 401</p>
<p>• develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues</p>	<p>Student Edition: HT9 <i>Check for Understanding</i> HT9 #1 <i>Develop Questions</i> 19, 107, 215, 301, 415, 501, 595, 737, 825</p> <p>Teacher Edition: HTS HT9</p>
<p>• compare and contrast the experiences of different groups in the United States</p>	<p>Student Edition: 193-198, 333-338, 449-452, 461-464, 612-613, 693-695, 725-730, 841-844 <i>Check for Understanding</i> 197, 337 #2, 726</p> <p>Teacher Edition: CS 694; HTS 193, 333, 728, 843; RWE 450; SLS 402</p>
<p>• examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions</p>	<p>Student Edition: 113-122, 123, 142, 293, 298-299 <i>Chart</i> 116 <i>Check for Understanding</i> 115 #2, 120 #2</p> <p>Teacher Edition: BI 113; CS 120; HTS 114; RS 299; WS 119, 135</p>
<p>• analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies</p>	<p>Student Edition: 171-174, 399-408, 520-522, 575-580, 687-692, 773-778, 803-808 <i>Check for Understanding</i> 579 #2, 690 <i>Geography Connection</i> 173, 400, 774</p> <p>Teacher Edition: CS 521; ES 171; HTS 399, 404, 807; RS 668, 773; WS 804</p>
<p>• compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law</p>	<p>Student Edition: 479, 569-571, 777-778, 785-786, 806-807 <i>Lesson Activities</i> 778 #2</p> <p>Teacher Edition: CS 784; RS 569</p>

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This is evident, for example, when students: ▲ discuss several schemes for periodizing the history of the United States; explain the usefulness of each scheme; comment on why another person might want to use other approaches to periodization; make a case for the scheme that seems best ▲ explain the contributions of specific groups of people to American society and culture; analyze the metaphors of the “melting pot” and the “salad bowl” to explain the experiences of the first immigrant groups (e.g., Dutch, Irish, English, African American, Spanish, German) as compared to those of later groups (e.g., Italian, Greek, Eastern European, Chinese, Latino, Vietnamese) and present an analysis, supported by historical evidence, of alternative metaphors, such as “a tapestry” or “a mosaic” ▲ examine the effects of immigration on various Native American groups ▲ investigate how the United States’ democratic principles have influenced the constitutions and governments of other nations; view this sharing as a two-way exchange, with the United States influencing and being influenced by other nations.

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students: • compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture

Student Edition:

333-338, 357-360, 361-366, 449-452, 453-458, 659-664, 725-730, 825-830

Check for Understanding 663 #1

Geography Connection 337

Your Inquiry Activity 458

Teacher Edition:

HTS 336, 357, 358, 360, 660, 729

• research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States)

Student Edition:

23-28, 63-68, 149-154, 193-198, 215-220, 265-272, 295-300, 351-356, 403-408, 485-488, 517-522

Teacher Edition:

HTS 151, 194, 355, 403; RS 23, 217, 295; SLS 64, 265

• prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history

Student Edition:

Lesson Activities 68 #1, 170 #1, 264 #1, 332 #1, 448 #1, 494 #1, 580 #1, 658 #1, 708 #1

Teacher Edition:

WS 65, 160, 265, 335, 410, 450, 494, 579, 666, 705

• understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

Student Edition:

357-359, 361-366, 368-369, 454, 524-525, 777-785

Check for Understanding 359 #2, 369 #1

Geography Connection 625

Teacher Edition:

HTS 357, 361, 453; WS 364, 525

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This is evident, for example, when students: ▲ investigate how Americans have reconciled the inherent tensions and conflicts over minority versus majority rights by researching the abolitionist and reform movements of the nineteenth century, the civil rights and women’s rights movements of the twentieth century, or the social protest movements of the 1960s and 1970s ▲ draw upon literary selections, historical documents, and accounts to analyze the roles played by different individuals and groups during the major eras in New York State and United States history ▲ compare and analyze the major arguments for and against major political developments in New York State and United States history, such as the ratification of the United States Constitution, Reconstruction, the New Deal, and the Great Society programs of the 1960s ▲ research how leaders, such as Frederick Douglass, Harriet Tubman, Theodore Parker, Sojourner Truth, David Walker, and Sarah and Angelina Grimke, fought for the rights of African Americans.

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students: • analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors’ perspectives

Student Edition:

81-86, 181-186, 241-246, 361-366, 439-442, 529-534, 647-652, 825-830

Your Inquiry Activity 86, 186, 246, 442, 534, 652, 830

Teacher Edition:

HTS 182, 529, 650; RS 243, 636, 442; SLS 83, 825

• consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations

Student Edition:

HT13-HT14

Check for Understanding HT14 #1

Understanding Multiple Perspectives 43, 157, 227, 321, 425, 509, 601, 711, 861

Teacher Edition:

A 43, 157, 227, 321, 425, 509, 601, 711, 861; RWE HT13; SLS HT14

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> • evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from National Standards for United States History) 	<p>Student Edition: HT13-HT14 <i>Check for Understanding</i> HT14 #1 <i>Understanding Multiple Perspectives</i> 43, 157, 227, 321, 425, 509, 601, 711, 861</p> <p>Teacher Edition: A 43, 157, 227, 321, 425, 509, 601, 711, 861; RWE HT13; SLS HT14</p>
<p>This is evident, for example, when students: ▲ analyze important debates in American history (e.g., ratification of the United States Constitution, abolition of slavery, regulation of big business, restrictions on immigration, the New Deal legislation, women’s suffrage, United States involvement in foreign affairs and wars), focusing on the opposing positions and the historical evidence used to support these positions ▲ prepare extended research papers on an important issue, problem or theme from New York State or United States history, including an analysis of the differing or competing interpretations of the issue or problem ▲ develop hypotheses about important events, eras, or issues; move from chronicling to explaining historical events and issues; use information collected from diverse sources (e.g., diaries, census reports, city directories and maps, newspaper and journal accounts, graphs and charts, cartoons, autobiographies, government documents, and other primary and secondary sources) to produce cogently written reports and documentbased essays; apply the skills of historiography by comparing, contrasting, and evaluating the interpretations of different historians of an event, era, or issue.</p>	