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

**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: • 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

**Student Edition:**

92-95, 131-132, 189-190, 201-202, 204, 287-288, 289-294, 369, 383, 395-398, 399-404, 408, 415-419, 437-438, 442

**Teacher Edition:**

ACA 132, 190; CS 92, 93, 201, 204; HTS 94, 131, 134, 289, 399, 400, 442, 460; RS 202, 216, 226, 383, 395; SLS 288, 419; WS 201, 383, 402

• interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

**Student Edition:**

71-72, 131-132, 133-138, 172-173, 179, 189-192, 193, 197, 201-204, 207-209, 215-234, 242-243, 287, 291, 391, 395-396, 408, 424-425, 437-438, 442, 460, 464, 468

**Teacher Edition:**

ACA 132, 190; BI 215, 229; CS 72; GS 136; HTS 131, 134, 197, 242, 287, 396, 400, 460, 468; RS 172, 202, 216, 226, 395, 437; WS 189, 201, 209, 229, 391, 442

This is evident, for example, when students:

▲ explain the ideas embodied in the Declaration of Independence, the United States Constitution, the Bill of Rights, and the New York State Constitution and show how these documents express fundamental and enduring ideas and beliefs

▲ describe how massive immigration, forced migration, changing roles for women, and internal migration led to new social patterns and conflicts; and identify ideas of national unity that developed amidst growing cultural diversity. (Adapted from National Standards for U.S. History)

## STANDARDS

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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.

Students: • describe the reasons for periodizing history in different ways

The Teacher Edition references below explain the concept of periodizing history. The Student Edition references introduce the period covered in each chapter and review the content and themes that unite each period.

**Student Edition:**

HT8-HT10, HT17-HT18, 4-5, 6, 27, 34-35, 36, 59, 66-67, 68, 101, 106-107, 108-109, 110, 161, 166-167, 168-169, 170, 211, 238-239, 240, 295, 302-303, 304, 351, 358-359, 360, 405, 412-413, 414, 469, 476-477, 478, 497

**Teacher Edition:**

BI HT9; HTS HT9

• investigate key turning points in New York State and United States history and explain why these events or developments are significant

**Student Edition:**

90-92, 115-120, 131-132, 153-154, 184-188, 247-248, 252, 254-256, 277-282, 311-314, 332-334, 361-366, 378, 382-385, 395-398, 422-423, 426, 427-429, 437-438, 489-490

*Complete Your Inquiry* 264, 322, 392, 496

**Teacher Edition:**

ACA 132, 490; CS 247, 312, 484; ES 255; GC 154; GS 263; HTS 154, 183, 252, 255, 282, 312, 313, 397, 398; RS 423, 437; SLS 118; WS 119

• understand the relationship between the relative importance of United States domestic and foreign policies over time

**Student Edition:**

173-176, 243-246, 249-250, 252, 254-257, 265-270, 283-287, 306-310, 311-316, 323-324, 333-334, 393-394, 397-398, 421-425, 437-438, 447-449

**Teacher Edition:**

ACA 176, 266; CS 285, 312; ES 244, 255, 284; HTS 175, 246, 249, 267, 270, 287, 309, 323, 324, 334; RS 245, 249; WS 307, 333, 448, 459

• analyze the role played by the United States in international politics, past and present.

**Student Edition:**

176, 246, 249-250, 254-255, 265-266, 267-270, 286-287, 307-308, 323-324, 333-334

**Teacher Edition:**

ACA 176, 266; ES 255; HTS 246, 249, 267, 270, 287, 323, 324, 334; RS 249; WS 333, 459

**STANDARDS****PAGE REFERENCES**

▲ use demographic information, mapping exercises, photographs, interviews, population graphs, church records, newspaper accounts, and other sources to conduct case studies of particular groups in the history of the State or nation and classify information according to type of activity: social, political, economic, cultural, or religious

▲ use a variety of sources to study historic and contemporary events in the United States; investigate different interpretations of the events and identify circumstances of time and place that influence the authors' perspectives (Adapted from National Standards for U.S. History)

▲ recognize the reasons for periodizing history and know some designations of historical periods; discuss the usefulness of the following periods: - Three Worlds and Their Meeting in the Americas (Beginnings to 1607) - Colonization, Settlement and Communities (1607 to 1763) - The Revolution and the New Nation (1763 to 1815) - Expansion and Reform (1801 to 1861) - Crisis of the Union: Civil War and Reconstruction (1850 to 1877) - The Development of Modern America (1865 to 1920) - Modern America and the World Wars (1914 to 1945) - Contemporary America (1945 to Present) (Taken from U. S. History Framework for the 1994 National Assessment of Educational Progress)

▲ undertake case studies to research violations of basic civil and human rights and case studies of genocide. Use examples from United States, New York State, and world history. Case studies might include chattel slavery and the Nazi Holocaust. Other civil and human rights violations might focus on the mass starvation in Ireland (1845-50), the forced relocation of Native American Indians, and the internment of Japanese Americans during World War II

▲ trace the tension between arguments for United States isolation versus engagement during the following time periods: up to 1941, from 1941-1975, and from 1976 to the present.

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: • 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

**Student Edition:**

HT11-HT16, HT19-HT22, 21-26, 55-58, 271-276, 317-322, 371-376, 387-392

*Complete Your Inquiry* 26, 58, 276, 322, 376, 392

*Plan Your Inquiry* 21, 55, 271, 317, 371, 387

*Take Informed Action* 26, 276, 322, 350, 392, 456, 496

*Topic Activities* 30, 62, 354, 500

**Teacher Edition:**

ACA 424; MCT 48, 314, 489; SLS 441; WS 267, 320, 383, 419, 467, 485, 490, 493, 494

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</li> </ul>	<p><b>Student Edition:</b>  21-26, 75-80, 95-100, 121-126, 155-160, 177-182, 195-200, 259-264, 271-276, 289-294, 371-376, 399-404, 439-444, 456-461, 463-468</p> <p><i>Complete Your Inquiry</i> 26, 80, 100, 126, 160, 182, 200, 264, 276, 294, 376, 404, 444, 456, 468</p> <p><i>Plan Your Inquiry</i> 21, 75, 95, 121, 155, 177, 195, 259, 271, 289, 371, 399, 439, 451, 463</p> <p><i>Topic Activities</i> 29, 30, 61, 213, 298, 472</p> <p><b>Teacher Edition:</b>  ACA 418; GC 154; SLS 149, 426; WS 130, 147, 150, 152, 205, 267, 277, 280, 290, 419, 438, 458, 493</p>
<ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Student Edition:</b>  117-119, 127, 130-132, 141, 143, 153-154, 158, 164, 185-188, 193-194, 197, 384-385, 394-398, 415-419, 426, 437-438, 471</p> <p><b>Teacher Edition:</b>  ACA 395; BI 418, 461; CRC 417; GC 117; HEA 117; HTS 127, 131, 197, 396, 397; RS 193, 395, 437, 496; SLS 127; WS 130, 150, 152, 158, 243, 267, 418, 438</p>
<ul style="list-style-type: none"> <li>classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.</li> </ul>	<p>Activities that require students to categorize information appear throughout the text. The following references provide a sample.</p> <p><b>Student Edition:</b>  HT19-HT22</p> <p><i>Topic Activities</i> 298, 407</p> <p><b>Teacher Edition:</b>  ACA 89, 113, 344, 373; CS 74, 241; ES 109, 111, 431; GS 86; HTS 87, 101, 108, 279, 288, 351; MCT 427; RS 239, 256, 295; SLS 315; WS 263, 370</p>

## STANDARDS

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▲ research major events and themes from New York State and United States history (e.g., the American Revolution, new national period, Civil War, age of industrialization, westward movement and territorial expansion, the World Wars) to develop and test hypotheses and develop conclusions about the roles played by individuals and groups

▲ after reading about ordinary people in historic time periods, such as a Revolutionary War soldier, a suffragist, or a child laborer during the 1800s, write a short story or diary account explaining how this individual fought to support democratic values and beliefs (Adapted from National Standards for History for Grades K-4)

▲ explain the importance of different inventions and scientific and technological innovations in agriculture and industry, describing how these inventions and innovations resulted in improved production of certain products.

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: • consider the sources of historic documents, narratives, or artifacts and evaluate their reliability

**Student Edition:**

HT12-HT15

*Complete Your Inquiry* 100, 160, 182, 264, 276, 322, 340, 376, 392, 456, 468, 496

*Examine the Source* 200, 262, 272, 275, 318, 337, 338, 350, 373, 376, 389, 392, 440

**Teacher Edition:**

CRC 337; HTS 77, 78, 122, 124, 126, 158, 159, 198, 200, 272, 318, 321, 336, 338, 339, 340, 374, 376, 388, 392, 452, 466, 467, 468; RS 98, 99, 156, 261, 274, 276, 318, 348, 373, 375, 390, 453, 454, 464, 494; SLS 196, 346, 465; WS 275, 456

• understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives

**Student Edition:**

HT14, HT18-HT19, 56-57, 75-80, 121-126, 129, 148, 155-160, 193, 195-200, 247-248, 256-258, 271-276, 284-285, 317-322, 338-339, 345-350, 370, 371-376, 387-392, 419-420, 427-429, 430-432, 451-456, 491-496

*Complete Your Inquiry* 58, 80, 126, 160, 200, 276, 340, 392, 456

*Plan Your Inquiry* 55, 75, 121, 155, 195, 271, 387, 451

*Topic Activities* 61, 103, 213, 297, 353, 407, 499

**Teacher Edition:**

HTS 56, 77, 122, 124, 125, 158, 198, 318, 338, 452; RS 197, 276, 375; SLS 196, 346; WS 158, 279, 342, 349, 370, 420



STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Student Edition:</b>            HT14, HT18-HT19, 56-57, 75-80, 121-126, 129, 148, 155-160, 193, 195-200, 247-248, 256-258, 271-276, 284-285, 317-322, 338-339, 345-350, 370, 371-376, 387-392, 419-420, 427-429, 430-432, 451-456, 491-496</p> <p><i>Complete Your Inquiry</i> 58, 80, 126, 160, 200, 276, 340, 392, 456</p> <p><i>Topic Activities</i> 61, 103, 213, 297, 353, 407, 499</p> <p><b>Teacher Edition:</b>            ACA 125; HTS 56, 77, 122, 124, 125, 158, 198, 318, 338, 452; RS 197, 276, 375; SLS 196, 346; WS 158, 279, 342, 349, 370, 420</p>
<ul style="list-style-type: none"> <li>• describe historic events through the eyes and experiences of those who were there. (Taken from National Standards for History for Grades K-4)</li> </ul>	<p><b>Student Edition:</b>            56-57, 75-80, 121-126, 155-160, 195-200, 271-276, 317-322, 338-339, 345-350, 371-376, 387-392, 451-456, 491-496</p> <p><i>Complete Your Inquiry</i> 58, 80, 126, 160, 200, 276, 340, 392, 456</p> <p><i>Plan Your Inquiry</i> 55, 75, 121, 155, 195, 271, 387, 451</p> <p><i>Topic Activities</i> 61, 103, 213, 297, 353, 407, 499</p> <p><b>Teacher Edition:</b>            HTS 56, 77, 122, 124, 125, 158, 198, 318, 338, 452; RS 197, 276, 375; SLS 196, 346; WS 158, 279, 342, 349, 370, 420</p>
<p>This is evident, for example, when students: ▲ identify the author’s or artist’s main point of view or purpose in creating a document or artifact ▲ compare several historical accounts of the same event in New York State or United States history and contrast the different facts included or omitted from each author and determine the different authors’ points of view ▲ use a variety of sources to study important turning points from different perspectives and to identify varying points of view of the people involved (e.g., European settlement and the impact of diseases on Native American Indian populations, writing the Declaration of Independence and the Constitution, the Civil War, industrialization, significant reform movements, and the Cold War) ▲ debate various views of United States foreign policies and involvement during the Mexican-American War, World Wars I and II, Vietnam, and the Cold War</p>	