



ROCHESTER CITY SCHOOL DISTRICT

Social Studies Instructional Strategies and Curriculum Supplement

Grade 4

January 2004

This section is part of the new Social Studies Instructional Strategies & Resources document written by the New York State Education Department. To view the whole document please visit <http://www.emsc.nysed.gov/ciai/pub/pubss.html> or <http://socialstudietimes.tripod.com> .

Introduction

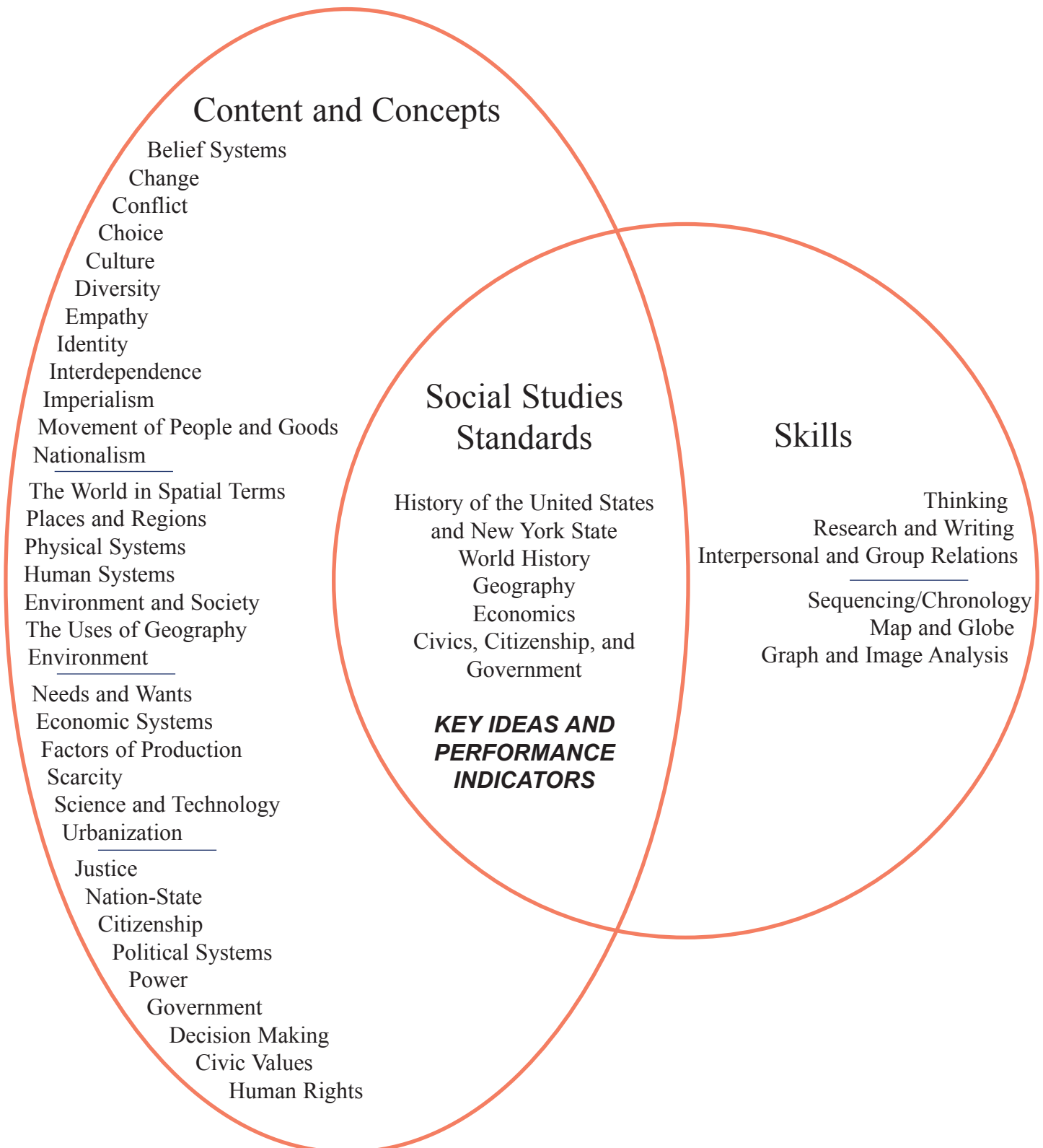
This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity*, *conflict*, *interdependence*, *diversity*, and *culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places*, *location*, *scarcity*, *needs*, and *wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

The key concepts of the prekindergarten through grade 12 social studies program are:

HISTORY

Belief Systems means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

Change involves the basic alterations in things, events, and ideas.

Conflict is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

Choice means the right or power to select from a range of alternatives.

Culture means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

Diversity means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

Empathy means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

Identity means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

Interdependence means reliance upon others in mutually beneficial interactions and exchanges.

Imperialism means the domination by one country of the political and/or economic life of another country or region.

Movement of People and Goods refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

Nationalism means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

GEOGRAPHY

The six essential elements of geography:

The World in Spatial Terms—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

Places and Regions—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Physical Systems—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Human Systems—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

Environment and Society—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

The Uses of Geography—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

Environment means surroundings, including natural elements and elements created by humans.

Urbanization means movement of people from rural to urban areas.

ECONOMICS

Needs and Wants refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

Economic Systems includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

Scarcity means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology means the tools and methods used by people to get what they need and want.

CIVICS, CITIZENSHIP, AND GOVERNMENT

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-state means a geographic/political organization uniting people by a common government.

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Political Systems refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

Government means the

“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

Decision Making means the processes used to

“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”

(Taken from: *Civics Framework*, pp. 18.)

Civic Values refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Human Rights refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

SOCIAL STUDIES SKILLS

PREKINDERGARTEN THROUGH GRADE 6

Thinking Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

Map and Globe Skills

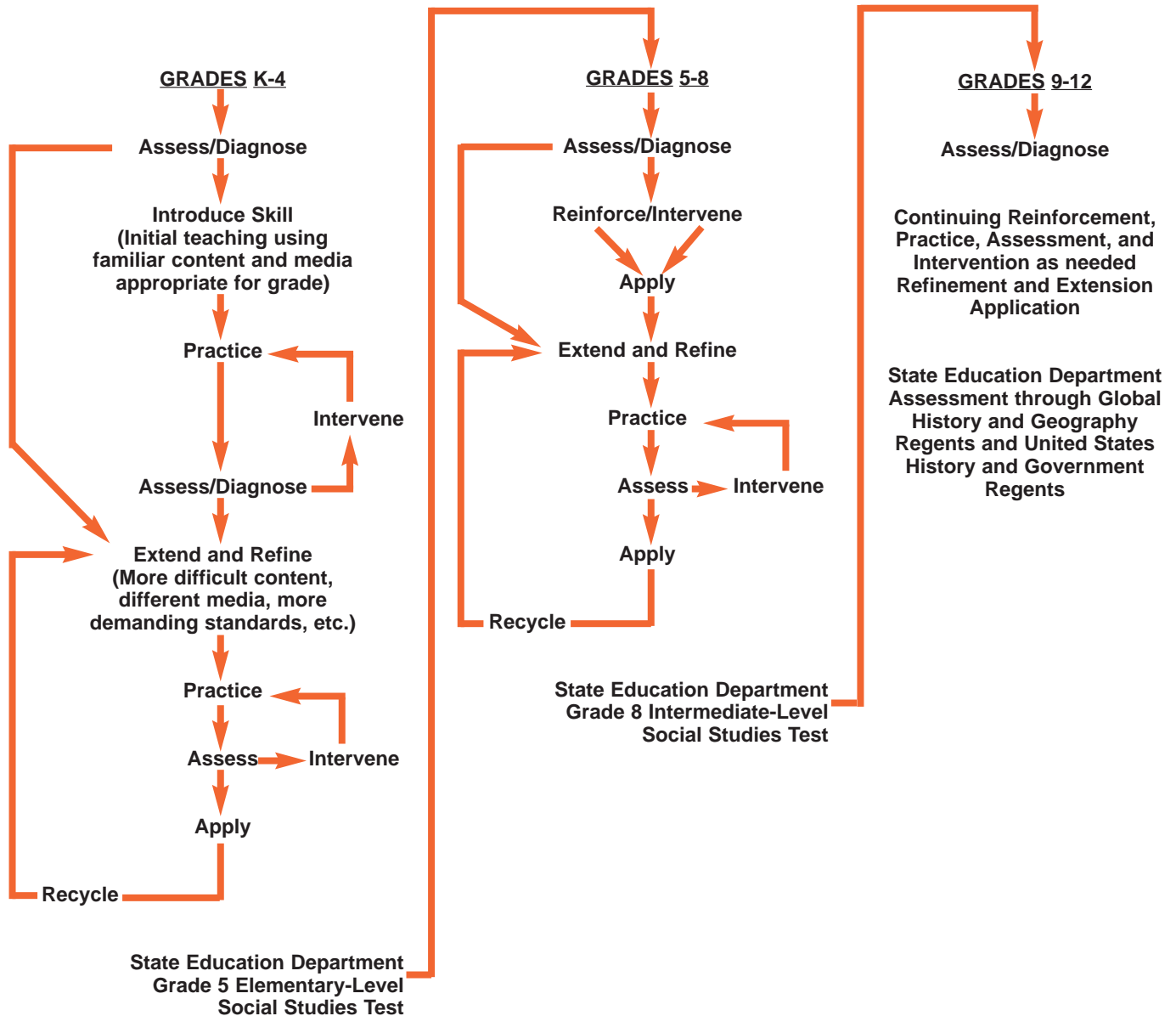
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
 - <http://www.artcom.com/museums>
 - <http://www.nyhistory.com/>
 - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
 - Historic Document Inventory (New York State organizations that have documents)
<http://www.nysl.nysed.gov/uhtbin/cgisirsi/pAw2j4ytMP10/49>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
 - Identify your goal. What resources are you looking for?
 - Using the Internet or local library, conduct background research about organizations and topics.
 - Call ahead to make an appointment.
 - Develop a list of questions to ask.
 - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
 - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
 - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
 - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

Linking Literature to Social Studies

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a children's author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- ☐ observations
- ☐ rating scales and checklists
- ☐ conferences with individuals or groups
- ☐ group discussions
- ☐ anecdotal records
- ☐ teacher-made objective tests
- ☐ problem solving and values clarification
- ☐ higher level analytical questioning
- ☐ standardized tests
- ☐ student criteria setting and self-evaluation
- ☐ student peer evaluation
- ☐ role play and simulations
- ☐ culminating projects.

Explanation of Format

Indicates the grade level with a content heading

GRADE 3

Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

Content Understandings

Cultures and civilizations

What is a culture? What is a civilization?
How and why do cultures change?
Where do people settle and live? Why?

Communities around the world

People of similar and different cultural groups often live together in world communities.
World communities have social, political, economic, and cultural similarities and differences.
World communities change over time.
Important events and eras of the near and distant past can be displayed on timelines.
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

The location of world communities

World communities can be located on maps and globes (by latitude and longitude).
The spatial relationships of world communities can be described by direction, location, distance, and scale.
Regions represent areas of Earth's surface with unifying geographic characteristics.
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p>Classroom Activities</p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

Interdisciplinary Connections



MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps
Postcards
Holiday artifacts

Trade Books:

Everybody Cooks Rice by Norah Dooley

Teacher Resources:

Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

Using the Internet

<http://www.jinjan.org>

<http://www.ipl.org>

Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

Key Terms

GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

Bibliography

Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

Social Studies

Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

PREKINDERGARTEN
Self

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—Learning About People and Places

GRADE 4
Local History and Local Government

GRADE 5
The United States, Canada, and Latin America

GRADE 6
The Eastern Hemisphere

GRADE 4

Local History and Local Government

The grade 4 social studies core curriculum:

- builds on students' understanding of families, schools, and communities.
 - highlights local political institutions and historical developments with connections to New York State and United States history.
 - provides an in-depth study of government including the structure and functions of the different branches of local government.
 - explores the rights and responsibilities of citizens.
 - expands such civics concepts as *power*, *equality*, *justice*, and *citizenship*.
 - establishes a chronological framework to help students organize information about their communities within the context of New York State history.
 - explores such themes and events as: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War periods, the new nation, the period of industrial growth and expansion in New York State, and local and State government.
 - is a foundation for the social history that students will study in grades 7 and 8.
-

FOCUS QUESTIONS

- Who were the first inhabitants of New York State and how did they live?
- Who were the European explorers who claimed and settled New York State?
- What were the effects of the slave trade and slavery on New York State?
- What was life like in New York under the Dutch, the French, and the English?
- How did the Revolutionary War impact New York State?
- How was the government of the United States of America formed? Who were the founders and what were the founding documents?
- What were the impacts of industrialization and expansion on New York State?
- How did urbanization change New York State?
- What is structure and function of government at the local and State levels?

Content Understandings

Native American Indians of New York State

Native American Indians were the first inhabitants of our local region and State.
The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquians were the first inhabitants of our State.
The Iroquois and Algonquians met their basic needs of food, clothing, and shelter in what is now New York State.
Geographic factors and the environment shaped Native American Indian settlement patterns.
Native American Indians who lived in our community and State have achieved significant accomplishments and made important contributions.

Three worlds (Europe, the Americas, Africa) meet in the Americas

Explorers from France, England, and the Netherlands came to what is now New York State in a search for an all-water route to Asia through North America.
European exploration had social/cultural, economic, political, and geographic impacts on the Americas.
The slave trade carried enslaved people from Africa to the thirteen colonies; slaves did many of the same jobs as European colonists and free African Americans.
Many different groups of people from all over the world migrated to our local region and State.

Colonial and Revolutionary periods

Dutch, English, and French colonists made lasting cultural contributions that helped shape our community, local region, and State.
The social/cultural, political, economic, and scientific/technological life in the colonies changed over time.
Everyday life in colonial New York was different from everyday life today.
The colonists depended on and modified their physical environments.
In colonial New York, the New York Assembly was elected by some New Yorkers, but governors were appointed by the British government.
Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?
In our local region and State, there were many different ways of making a living during colonial times.
There were social, political, and economic causes of the American Revolution.
Many individuals and groups made important contributions to colonial life.

The Revolutionary War in New York State

New York State's location and its relationship to the locations of other people and places meant that New York would play a key role in the American Revolution.
New York's waterways played a vital role in Britain's plans to capture New York; several key battles of the Revolution were fought along New York's rivers and lakes.
The American Revolution had a lasting effect on the power of the Iroquois League.
The Battle of Saratoga was a turning point in the American Revolution.
Not all colonist held the same viewpoint regarding the struggle against Great Britain.
The leaders of the American Revolution came from all walks of life and regions of the thirteen colonies.
The American Revolution had a lasting impact on New York.

The new nation

The foundations for American democracy and the new government can be traced to the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.
The Bill of Rights lists the fundamental rights that belong to the people.
Many individuals and groups helped to strengthen democracy in the United States.
The traditions of people from a variety of groups and backgrounds played important roles in establishing the roots of American culture.
Shared values, practices, and traditions unite all Americans.

Industrial growth and expansion

During the 1800s, new inventions changed the ways Americans traveled and communicated with each other. In the late 1800s and early 1900s, the number of immigrants coming to New York State and the United States increased dramatically. People migrated to the United States for such reasons as poverty, hunger, and/or a lack of freedom in their homelands. Immigrants made important contributions to New York State and the United States of America. The Industrial Revolution significantly changed the way goods were made, and services delivered. There were many geographic reasons why New York State became a leading manufacturing center.

Urbanization: economic, political, and social impacts

After World War II, thousands of people moved from rural areas to the urban areas of New York State. The people of New York State are economically interdependent. The labor movement struggled to improve working conditions for children and adults.

Government

The basic democratic values of American democracy include an understanding of the following concepts: *individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.* The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Purposes of government

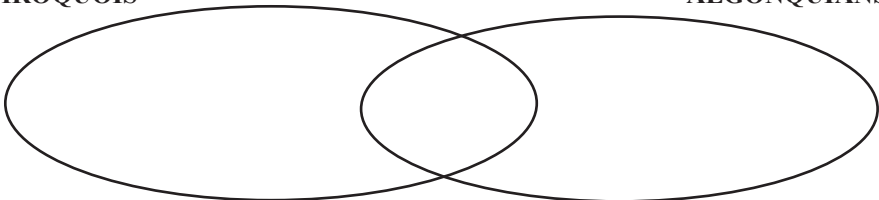
The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

Local and State governments

New York State and local governments include executive, legislative, and judicial branches. *Democracy, power, and citizenship* are key terms and concepts related to government. The United States Constitution and the Constitution of the State of New York with their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties. People elect and/or appoint leaders who make, enforce, and interpret laws. Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use. Citizenship includes rights and responsibilities that apply to the classroom, school, home, and local community. Effective, informed citizenship involves duties such as *voting, jury service*, and other service to the local community. Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Native American Indians of New York State

- Native American Indians were the first inhabitants of our local region and State.
- The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquians were the first inhabitants of our State.
- The Iroquois and Algonquians met their basic needs of food, clothing, and shelter in what is now New York State.
- Geographic factors and the environment shaped Native American Indian settlement patterns.
- Native American Indians who lived in our community and State have achieved significant accomplishments and made important contributions.

Standard	Concepts/ Themes	CONNECTIONS
History Geography	Culture Empathy	<p>Classroom Activities</p> <p>Have students label the six nations of the Iroquois Confederacy and the Algonquians on an outline map of New York State.</p> <ul style="list-style-type: none"> • Who were the first inhabitants of New York State? <p>Work with students to compile a list of words that evolved from Native American Indian languages. Discuss the meanings of these words in modern times.</p> <p>Have students construct Venn diagrams to compare the Iroquois and Algonquians.</p> <ul style="list-style-type: none"> • How did the Iroquois and Algonquians meet their basic needs and wants? • How did the environment and geography influence the Native American Indian settlements? • Describe and compare the contributions of the Native American Indians of New York State? <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>IROQUOIS</p>  </div> <div style="text-align: center;"> <p>ALGONQUIANS</p> </div> </div> <p>Read Indian Captive by Lois Lenski to the students (an excerpt may be sufficient). Have students listen for examples that describe the life of the Iroquois.</p> <p>Have students write diary entries as an Iroquois child of the 1600s and entries as a modern-day child of Iroquoian descent.</p> <p>Work with students to prepare a Native American Indian feast featuring authentic foods (three sisters: corn, beans, and squash), crafts (beadwork), games (lacrosse or snow snake), music, and dances. During the feast, have students role-play different figures (e.g., storytellers sharing their favorite legends, beadworkers making decorations).</p> <p>Have students make murals or models, such as dioramas, depicting typical village life during the precolonial period; include longhouses, dome-shaped houses or wigwams, and stockades.</p> <p>Have students design wampum belts that tell a story.</p>

Standard	Concepts/ Themes	CONNECTIONS
		Teacher Notes <ul style="list-style-type: none"> Consider carefully the following Sensitivity Guidelines for Discussing Native American Indians. [Full text appears in Appendix B.] <ul style="list-style-type: none"> <i>Don't use the past tense when discussing Native American Indians unless it is clear that you are limiting that particular discussion to historical events.</i> <i>Don't use dehumanizing materials that treat Native American Indians as objects rather than as human beings.</i> <i>Don't lump all Native American Indians together.</i> <i>Don't accept, ignore, or propagate stereotypical views of Native American Indians.</i> <i>Don't display illustrations that mislead or demean.</i> <i>Don't use derogatory terms.</i> <i>Don't use the term The First Thanksgiving.</i> <i>Don't teach that Columbus "discovered" America.</i> <i>Don't emphasize violence and warfare.</i> <i>Don't act out sacred dances or ceremonies, or play games like "cowboys and Indians."</i> Make sure that students understand the perspective of Native American Indians, who live, work, and go to school in New York State today. Encourage children to be respectful as they learn about the way of life and/or culture of the Iroquois or Algonquians. Begin a classroom timeline and add appropriate dates throughout the school year.

Interdisciplinary Connections



SCIENCE

Explore with students the relationship between Native American Indians and the environment.

- How did Native American Indians adapt to their environment?
- How did they make use of natural resources?



PHYSICAL EDUCATION

Have students play Iroquois games.

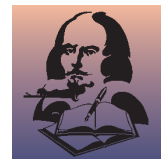


ARTS

Engage students in discussing and making Native American Indian crafts, such as weaving cloth, making color dyes, and doing beadwork.

ENGLISH LANGUAGE ARTS

Share Native American Indian legends and poems with students. Then ask students to write and illustrate some legends and poems, reflecting the Native American Indian style.



Suggested Documents and Other Resources Selected by New York State Teachers

Speakers who are Iroquois or Algonquian
Exhibits in local museums, historical societies, or libraries
Outline map of New York State
Iroquois or Algonquian foods
Native American Indian posters

Trade Books:

Hiawatha & the Iroquois League by Megin McCloud and George Ypsilantis
If You Lived with the Iroquois by Ellen Levine
Indian Captive by Lois Lenski
Indian Summer by Barbara Girion
The Iroquois by Barbara Graymont

The Iroquois by Virginia Sneve
The Iroquois Indians by Bill Land
Keepers of the Earth by Joseph Bruchac
The Iroquois (Lifeways, Group 1) by Raymond Bial
The Naked Bear: Folk Tales of the Iroquois by John Bierhorst
The Native Stories from Keepers of the Earth by Michael J. Caduto
Owl's Journey: Four Centuries of an American Country by Maura Shaw
The Rough-Face Girl by Rafe Martin
The Seneca by Jill DuVall
Why the Possum's Tail Is Bare by James Connolly
Sky Woman: Legends of the Iroquois by Joanne Shenandoah and George Douglas

Professional Books:

Cooking Up US History by Barchers & Marden
Social Studies Through Children's Literature by Anthony Fredericks

Magazines:

Faces—The Magazine About People, "The Iroquois"
Kids Discover, "America 1492"

Newspaper:

New York State Weekly

Videos:

Keeper of the Western Door
Native American Culture
Native Americans, People of the Forest

Possible Native American Indian Field Trips:

Akwesasne Museum, Hogansburg, NY
American Indian Community House, NYC
American Museum of Natural History, NY
Gavies Point Museum, Glen Cove, NY
Buffalo Museum of Science, Buffalo, NY
Iroquois Indian Museum, Schoharie, NY
Museum of American Indians, NYC
Native American Center for Living Art, Niagara Falls, NY
New York State Museum, Albany, NY
Owasco Stockaded Indian Village, Auburn, NY
Rochester Museum and Science Center, Rochester, NY (**At the Western Door** exhibit, explores more than 400 years of Seneca Iroquois history)
Seneca Iroquois National Museum, Salamanca, NY
Shake:wi Cultural Center, Oneida, NY
Six Nations Indian Museum, Onchiota, NY
St. Marie Among the Iroquois Living History Museum, Liverpool, NY

(When planning social studies field trips, keep in mind the social studies standards and the "Linking Cultural Resources to Social Studies" section of the introduction.)

Using the Internet

<http://www.nysm.nysed.gov/IroquoisVillage>

New York State Museum-Iroquois Village

<http://www.rom.on.ca/digs/longhouse/index.html>

People of the Longhouse exhibit at Royal Ontario Museum

<http://www.oneida-nation.net>

The Oneida Nation

<http://www.onondaganationschool.org>

<http://www.oneida-nation.net/index.html>

<http://www.lakeshore.wnyric.org/>

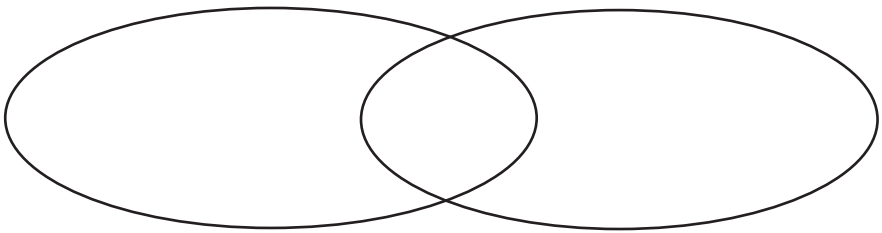
<http://www.silvercreek.wnyric.org/>

<http://www.moboces.org/cis/stock.htm>

Three Worlds (Europe, the Americas, Africa) Meet in the Americas

- Explorers from France, England, and the Netherlands came to what is now New York State in a search for an all-water route to Asia through North America.
- European exploration had social/cultural, economic, political, and geographic impacts in the Americas.
- The slave trade carried enslaved people from Africa to the thirteen colonies; slaves did many of the same jobs as European colonists and free African Americans.
- Many different groups of people from all over the world migrated to our local region and State.

Standard	Concepts/ Themes	CONNECTIONS																
World History Geography	Change Culture	<p>Classroom Activities</p> <p>Have students read “America, 1492” and “Explorers” from Kids Discover. Discuss with the class.</p> <p>Distribute physical maps of New York State and ask students to map the routes of Champlain, Hudson, and Verrazano.</p> <ul style="list-style-type: none">• Who were the explorers of New York?• Why did these men make the voyages and what were the impacts of their travels? <p>Have students prepare a mock interview of the explorers of New York State. Questions about country of origin, area of exploration, and dates and significance of the journey should be included. Help students make a class chart of information gathered.</p> <p>Assign a project such as creating murals depicting ships that were used by explorers and the lands they explored. Have students include flags from the explorers’ countries of origin.</p> <p>Discuss sailing vessels and navigation instruments used by the explorers. Have students construct a model or large diagram of Hudson’s <i>Half Moon</i>.</p> <p>Have students read Hudson’s log entries and draw a picture of what the land along the Hudson River looked like to him.</p> <p>Ask students to map places or structures in New York State that are named for explorers (e.g., Hudson River, Verrazano Narrows Bridge, Lake Champlain).</p> <p>Have students create a cultural diffusion chart showing crops, diseases, and technologies that were exchanged.</p> <p>CULTURAL DIFFUSION</p> <table><tr><th></th><th>Europe</th><th>The Americas</th><th>Africa</th></tr><tr><td>Crops</td><td></td><td></td><td></td></tr><tr><td>Diseases</td><td></td><td></td><td></td></tr><tr><td>Technologies</td><td></td><td></td><td></td></tr></table>		Europe	The Americas	Africa	Crops				Diseases				Technologies			
	Europe	The Americas	Africa															
Crops																		
Diseases																		
Technologies																		

Standard	Concepts/ Themes	CONNECTIONS
		<p>Draw a large Venn diagram on the chalkboard and have students use it to compare slaves and indentured servants.</p> <ul style="list-style-type: none"> What impact did the slave trade have on the colonies? What ethnic groups migrated to New York? <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> INDENTURED SERVANTS </div> <div style="text-align: center;"> SIMILARITIES </div> <div style="text-align: center;"> SLAVES </div> </div>  <p>Have students write diary entries as slaves or indentured servants.</p> <p>Suggest that students list natural resources identified or logged by the explorers, and describe uses for these resources.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> At the beginning of this unit, review the explorations of the Vikings and Columbus. You may wish to limit your selection of explorers to those who visited New York. Continue the class timeline.

Interdisciplinary Connections



MATHEMATICS

Have students use a scale of miles to calculate the distances explorers traveled.

SCIENCE

Have students investigate the navigation instruments used by early explorers.

ENGLISH LANGUAGE ARTS

Provide students with an opportunity to read journals, logs, and diaries from the Age of Exploration.



ARTS

Have students investigate the kinds of ships used in the Age of Exploration. In addition, they might analyze and draw the sailing vessels of the period.



Suggested Documents and Other Resources Selected by New York State Teachers

Excerpts from logs, diaries, or journals of explorers
 Exploration maps of New York State
 Drawings or paintings of sailing ships of the times (to compare with modern-day ships)
 Charts of navigational instruments
 Flags of explorers' nations
 Diagrams of famous ships

Trade Books:

Champlain, Father of New France by Cecil Edwards
Columbus Day: Celebrating a Famous Explorer by Elaine Landau
The Discovery of America: From Prehistory Through the Age of Columbus by Betsy and Giulio Maestro
Explorers of the New World by Future Vision Media
Exploring North America by David Antram and Jacqueline Morley
Henry Hudson: A Discovery Book by Carl Carmer
Owl's Journey: Four Centuries of an American Country by Maura Shaw
Pedro's Journey by Maura Shaw
The Third Voyage of Master Henry Hudson by Maura Shaw
The Travels of Henry Hudson by Joanne Mattern

Newspapers:

New York State Weekly

Magazines:

Kids Discover, "America 1492" and "Explorers"

Professional Books:

Social Studies Through Children's Literature by Anthony Fredericks

Teacher Resources:

Tomatoes, Potatoes, Corn, and Beans: How the Foods of the Americas Changed Eating Around the World

Using the Internet

<http://www.mariner.org/age/navigation.html>

Early navigation methods

<http://mediatheek.thinkquest.nl/~11069>

Voyage of Exploration: Discovering New Horizons

<http://www.halfmoon.mus.ny.us>

Henry Hudson's *Half Moon*

<http://www.newnetherland.org>

New Netherlands Museum, Albany

<http://www.ulster.net~hrmm/halfmoon/1609moon.htm>

Hudson River Maritime Museum

<http://www.nnp.org>

New Netherlands Project – primary sources

Colonial and Revolutionary Periods

- Dutch, English, and French colonists made lasting cultural contributions that helped shape our community, local region, and State.
- The social/cultural, political, economic, and scientific/technological life in the colonies changed over time.
- Everyday life in colonial New York was different from everyday life today.
- The colonists depended on and modified their physical environments.
- In colonial New York, the New York Assembly was elected by some New Yorkers, but governors were appointed by the British government.
- Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?
- In our local region and State, there were many different ways of making a living during colonial times.
- There were social, political, and economic causes of the American Revolution.
- Many individuals and groups made important contributions to colonial life.

Standard	Concepts/ Themes	CONNECTIONS								
History of the United States and New York	Change	Classroom Activities Have students label and color maps of land claims in New York during the colonial period. <ul style="list-style-type: none">Where were the Dutch, English, and French land claims in New York? Have students label and color a map of the 13 English colonies. Have students write newspaper articles about important events in New Netherlands. Have students make a graphic organizer to show where colonists in New York came from and what their reasons were for coming. <ul style="list-style-type: none">What were the social, cultural, economic, religious, and political characteristics of Dutch and English colonies? <table border="1"><thead><tr><th>Colonial Power</th><th>Reason for Coming to the Americas</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table> Case Study: Dutch New York Have students create a timeline for major historical events in New Netherlands. Have students read diaries of colonists who came to New York Suggest that students pretend they are coming to settle in the colony. They should pack a small trunk with food, clothing, tools, and other supplies. Have them make a list of the supplies they would bring.	Colonial Power	Reason for Coming to the Americas						
	Colonial Power		Reason for Coming to the Americas							
Culture										
Empathy										
Needs and Wants										

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students study the contributions of the Dutch. As a supplementary activity, they might cook some Dutch foods (waffles, coleslaw, and cookies) and play Dutch games such as skittles.</p> <p>Have students write a diary entry as a child during colonial times. They should describe what their trip to America was like, what they saw upon arrival, and how they adapted to the new environment.</p> <p>Have students create a model of a colonial village (milk cartons cut and covered work well).</p> <p>Explore with students how the colonists answered fundamental economic questions:</p> <ul style="list-style-type: none"> • What goods and services were produced? • How were these goods and services produced? • For whom were these goods and services produced? <p>Help students plan a colonial day featuring hands-on activities such as candle making, weaving, spinning, and dying cloth.</p> <p>The English took over New Netherlands in 1664. Have students debate the idea of fighting or surrendering to the British.</p> <p>Have students read stories of life in the Dutch and English colonies.</p> <ul style="list-style-type: none"> • What were the influences and contributions of the Dutch in New York? <p>Have students reenact the trial of John Peter Zenger. This important trial helped to establish the principles of free speech and freedom of the press.</p> <p>Engage students in an in-depth study of the history of their region. They should find out why, when, and by whom their area was settled. They should learn about economic patterns, ways of making a living, social and cultural life, and government and politics. They also should look at important people and events in the local community. At the conclusion of the project, they should share their findings in an OLD HOME DAY presentation.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • Important people, places, and major events relevant to the region in which you teach should be included in the study of the region's history. • Arrange a walking tour of the historic section of your local community. • Continue the class timeline. • Peter Stuyvesant passed strict laws in New Amsterdam. He wanted everyone to follow his religion. He tried to banish the Quakers, but the people protested. This protest is known as the Flushing Remonstrance • Have students read and discuss sections of the Flushing Remonstrance. (http://www.newsday.com/extras/lihistory/vault/hs301alv.html)

Interdisciplinary Connections



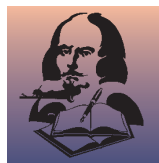
MATHEMATICS

Have students collect population statistics from the period 1620–1775. Then have them make a graph based on this information.

SCIENCE Have students examine settlers' tools and devices. Make sure they perceive these as examples of simple machines. Invite specialists from a local museum talk to students on this topic.

ENGLISH LANGUAGE ARTS

Provide students with the opportunity to read articles from colonial newspapers and journals.



ARTS

Have students make models of villages, or create a timeline of American artists of the colonial period. Take students to local museums to see the work of colonial artists or hear colonial music.



PHYSICAL EDUCATION

Have students research and play Dutch games.

Suggested Documents and Other Resources Selected by New York State Teachers

Colonial timelines
Colonial maps
Supplies colonists might have brought to New York
Dutch foods

Trade Books:

Chronicle of America: Colonial Times by Jay Mastoff
The Day Peter Stuyvesant Sailed into Town by Arnold Lobel
Emma's Journal: The Story of a Colonial Girl by Marissa Moss
Meet Felicity by Valeria Tripp
The New York Colony by Dennis Brindell Fradin
Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy by Kate Waters
Sarah Morton's Day by Kate Waters
Peter Stuyvesant of Old New York by Anna and Russel Crouse

Periodicals:

Cobblestone Magazine: "Colonial Craftsman"
Cobblestone Magazine: "The People of Williamsburg"
Cobblestone Magazine: "Toys of the Past"
New York Studies Weekly

Technology:

Diorama Design by Ted Snyder. Use the computer to create and decorate a colonial house.

Videos:

Young People's Historical Society: "Great Events and People in New York State History"
#1 New York State: The Early Years, Colonial Days. Teacher's Video Company
The American Colonies. Thomas S. Klise Company
The Early Colonies. United Learning

Possible Field Trips:

Invite a local historian or curator to speak to the class about local history, or take the students on a field trip to a local museum. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

Using the Internet

http://www.worcesterart.org/Collection/Early_American
paintings

<http://www.hfmgv.org/education/smartfun/colonial/intro>
colonial family and community in Coventry, Connecticut

The Revolutionary War in New York State

- New York State's location and its relationship to the locations of other people and places meant that New York would play a key role in the American Revolution.
- New York's waterways played a vital role in Britain's plans to capture New York; several key battles of the Revolution were fought along New York's rivers and lakes.
- The American Revolution had a lasting effect on the power of the Iroquois League.
- The Battle of Saratoga was a turning point in the American Revolution.
- Not all colonist held the same viewpoint regarding the struggle against Great Britain.
- The leaders of the American Revolution came from all walks of life and regions of the thirteen colonies.
- The American Revolution had a lasting impact on New York.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Change Conflict	<p>Classroom Activities</p> <p>Ask students to take the position of patriot, loyalist, or neutral party for a debate of the issues.</p> <ul style="list-style-type: none"> • What were the viewpoints of the patriots and the loyalists? <p>Have students make posters designed to convince others to join the patriots' or loyalists' cause.</p> <p>Have students define the phrase <i>taxation without representation</i>. Allow them to create a graphic representation, orally or in writing, as a supplement to their definition, if they wish.</p> <ul style="list-style-type: none"> • What were the causes of the American Revolution? <p>Brainstorm with students a list of freedoms that are important to them. Ask them what their reactions would be if one of those freedoms were taken away. Then have them write persuasive essays or speeches explaining their feelings.</p> <ul style="list-style-type: none"> • What laws led up to the decision to fight the British and what were the patriots' reactions to these laws? • What was the purpose of the Declaration of Independence? <p>Have students write to King George to explain why, as colonists, they want self-government.</p> <p>Have students make a Revolutionary War timeline.</p> <ul style="list-style-type: none"> • What were the effects of the American Revolution? • What was important about New York's role in the American Revolution? <p>Have students label a map of New York to show important places and events of the American Revolution. Suggest that they label Burgoyne's three-point plan on a map. Have them show the major battles and color-code the map by victory.</p> <ul style="list-style-type: none"> • What battles were fought in New York? • What events should be included on a Revolutionary War map? <p>Have students write biographical sketches of important people in the American Revolution. Ask them to write interview questions as if they were a reporter.</p> <ul style="list-style-type: none"> • Who were the leaders of the American Revolution? <p>Teacher Notes</p> <ul style="list-style-type: none"> • Continue the class timeline.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students create an advertisement, using words and pictures, to illustrate an opinion regarding the American Revolution.



ARTS

Have students analyze political cartoons that represented differing points of view regarding the British laws and the decision to become independent.

Suggested Documents and Other Resources Selected by New York State Teachers

The Declaration of Independence
Famous quotes
Famous political cartoons
Paintings of Revolutionary events
Maps of the Revolutionary War in New York

Trade Books:

And Then What Happened, Paul Revere? by Jean Fritz
Paul Revere's Ride by Henry Wadsworth Longfellow
Black Heroes of the American Revolution by David Murka
Building a New Land: African Americans in Colonial America by James Haskins and Kathleen Benson
Buttons for George Washington by Connie and Peter Roop
The Boston Tea Party by Laurie O'Neill
Drums at Saratoga by Lisa Banim
B. Franklin, Printer, Inventor, Statesman by David A. Adler
George Washington's Socks by Elvira Woodruff
Guns for General Washington: A Story of the American Revolution by Seymour Reit
Hard Times at Valley Forge by Joseph Martin
If You Lived at the Time of the American Revolution by Kay Moore
If You Were There in 1776 by Barbara Brenner
Johnny Tremain by Ester Forbes
My Brother Sam Is Dead by James Lincoln Collier
Red, White, Blue, and Uncle Who? The Stories Behind Some of America's Patriotic Symbols by Theresa Bateman
Sam the Minuteman by Nathaniel Benchley
Secret Soldier: The Story of Deborah Sampson by Ann McGovern
Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, Pennsylvania, 1777 (Dear America) by Kristiana Gregory

Computer Software:

Revolutionary War: Birth of a Nation
Becoming a Nation

Videos:

Causes of the American Revolution
Great Events and People in New York State #2, The Revolutionary War
The Declaration of Independence: A Foundation of Ideas for a New Age
The Revolutionary War: Volume 1, Birth of a Nation. Volume 2, Victory or Death. Volume 3, The Climactic Battle

Discovery Channel:

Where America Began—Yorktown, Our National Heritage Series

Periodicals:

Cobblestone Magazine: British Loyalists in the Revolutionary War

Cobblestone Magazine: Patriotic Tales of the Revolutionary War

Daughters of the American Revolution Magazine: Valley Forge: From Tragedy to Triumph

New York State Studies Weekly

Using the Internet

<http://www.pbs.org/ktca/liberty>

Variety of topics about the American Revolution

<http://www.tusd.net/dis/teacher/borba/listrevolutide.html>

The New Nation

- The foundations for American democracy and the new government can be traced to the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.
- The Bill of Rights lists the fundamental rights that belong to the people.
- Many individuals and groups helped to strengthen democracy in the United States.
- The traditions of people from a variety of groups and backgrounds played important roles in establishing the roots of American culture.
- Shared values, practices, and traditions unite all Americans.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Government	Classroom Activities
	Nation-state	Have students make a class chart that identifies each of the following documents and explains their roles in the development of the nation: Mayflower Compact; Declaration of Independence; and the Constitution of the United States, including the Bill of Rights. <ul style="list-style-type: none"> • What are the important documents that relate to democracy in the United States?
	Civic Values	Have students list the strengths and weaknesses of the Articles of Confederation.
	Human Rights	After studying the parts of the United States Constitution, students can work in groups to write a class or school constitution. Quill and ink could be used to draft the final copy.
	Power	Have students illustrate the right that is guaranteed in each of the amendments of the Bill of Rights. The responsibilities corresponding to each right should be included in the illustration.
	Citizenship	Have students discuss orally or in writing how life in the United States would be different if one or more of the rights from the Bill of Rights were eliminated. <ul style="list-style-type: none"> • What rights and responsibilities are included in the Bill of Rights? <p>Have students research the contributions of John Hancock, George Washington, John Adams, James Madison, John Jay, Alexander Hamilton, Thomas Jefferson, and Benjamin Franklin. Students can role-play a “meet the press” function with the founding fathers.</p> <ul style="list-style-type: none"> • Who are the people important to the framing of the Constitution and what were their contributions?

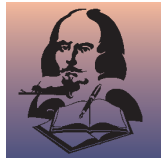
Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students study the Pledge of Allegiance to learn the meaning of all the words. Have students rewrite the pledge to simplify the text for younger students.</p> <p>Have students learn the words to patriotic songs including the “The Star-Spangled Banner.”</p> <p>As a class, make a mural, posters, or graphic organizers highlighting our patriotic holidays and celebrations.</p> <ul style="list-style-type: none"> • What are the values, practices, and traditions that unite all Americans? • What role did people of different ethnic backgrounds play in the development of American culture? <p>Teacher Notes</p> <ul style="list-style-type: none"> • The National Archives and Records Administration (NARA) publication Teaching with Documents is a collection of excellent learning experiences. Two such experiences are “Join the Signers” and “Images of the American Revolution.”

Interdisciplinary Connections



ARTS

Have students examine famous paintings and illustrations focusing on individuals and groups that have strengthened democracy in the United States.



ENGLISH LANGUAGE ARTS

Have students write essays describing the ratification of the Constitution. Have them role-play the perspectives of various federalists and antifederalists who worked toward or against ratification.

Suggested Documents and Other Resources Selected by New York State Teachers

The Great Seal of the United States

Copies of the Mayflower Compact, Declaration of Independence, the United States Constitution, and the Bill of Rights

Famous paintings of historical events

Trade Books:

What’s the Big Idea, Ben Franklin? by Jean Fritz

The Birth of the Constitution by Edmund Lindop

Children’s Literature in Social Studies by DeAn Krey

The Constitution and Bill of Rights by Discovery Enterprises

The Declaration of Independence by Discovery Enterprises

The Fourth of July Story by Alice Dagliesh

Get a Clue—Introduction to Primary Sources by Joann Deitc

If You Were There When They Signed the Constitution by Elizabeth Levy

Let’s Go to Independence Day by Mary Jo Borreson

Linking Literature to New York State Social Studies Curriculum, K-12

Living Together Under the Law: An Elementary Education Law Guide by Arlene F. Gallagher

The Making of the Constitution by Helen Stone Peterson

A More Perfect Union: The Story of Our Constitution by Betsy and Giulio Maestro

Our Country's President by Ann Bausum
Owl's Journey: Four Centuries of an American Country by Maura Shaw
Peter Zenger—Freedom of the Press (a play)
Shh!! We're Writing the Constitution by Jeane Fritz
The Story of the Constitution by Marilyn Prolman
Washington: A Picture Book Biography by James George Giblin
We the People: The Constitution of the U.S. by Peter Spier
We the People: The Way We Were 1783-1793 by Suzanne Hilton

Newspaper:

New York State Weekly

Possible Field Trips/Museums:

Farmers' Museum at Cooperstown, NY (Civic Duty Program)

New York State Museum, Albany, NY

(When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

Using the Internet

<http://www.assembly.state.ny.us>

New York Constitution

<http://bensguide.gpo.gov/6-8/election/>

<http://www.nara.gov>

National Archives and Records Administration

http://www.archives.gov/exhibit_hall/charters_of_freedom/join_the_signers/join_the_signers.html

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html

Industrial Growth and Expansion

- During the 1800s, new inventions changed the ways Americans traveled and communicated with each other.
- In the late 1800s and early 1900s, the number of immigrants coming to New York State and the United States increased dramatically.
- People migrated to the United States for such reasons as poverty, hunger, and/or a lack of freedom in their homelands.
- Immigrants made important contributions to New York State and the United States of America.
- The Industrial Revolution significantly changed the way goods were made, and services delivered.
- There were many geographic reasons why New York State became a leading manufacturing center.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Culture	Classroom Activities Case Study: Transportation Revolution Have students make posters to advertise travel on steamboats, railroads, and the Erie Canal. Compare these different modes of transportation. Have students make diagrams that explain how the steam engine works, and ask them to add captions. <ul style="list-style-type: none"> • How did advances in transportation, communication, and technology in the 19th century change the United States? Have students draw and label the Erie Canal and cities along its route on a New York State outline map. Then have them draw and label railroad lines of the 1800s and the cities they connected on another outline map. <ul style="list-style-type: none"> • How did changes in transportation affect industrialization and expansion? Have students pretend to be reporters in the 1800s and write articles that describe travel by train, steamboat, or packet boat. Have students draw a mural or series of pictures depicting the Erie Canal in the mid-1800s. Include packet boats, line boats, goods shipped, canal-side stores, and bridges. Have students make a graphic showing how raw materials become manufactured goods (e.g., how iron ore becomes steel). Case Study: Immigration Have students pretend to be newly arrived immigrants living in New York City in the late 1800s. Each student should write a letter describing the trip and recording thoughts about this new nation. <ul style="list-style-type: none"> • What impact did the immigration of the late 19th century have on New York State? On various cities and towns? • What contributions did immigrants make to New York State? Have students read about Ellis Island as an entry point or gateway for immigrants in the 19th century. Ask students to discuss immigrants' experiences orally or in writing.
	Decision Making	
Geography	Change	
Economics	Immigration	
	Needs and Wants	
	Industrialization	
	Science and Technology	

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students research their families' ethnic backgrounds and then share customs and traditions of their heritage with classmates. Have them label their countries of origin on a class map.</p> <p>Help students to organize and conduct an ethnic festival featuring foods, music, and crafts representative of the countries studied. The students can also make and display a flag map for the occasion.</p> <p>Case Study: Industrialization</p> <p>Have students find out what factories are located in their local communities and what goods are produced.</p> <ul style="list-style-type: none"> • How did the development of factories and industrialization impact New York State? • What industries grew in New York State? • What were the relationships between geographic factors, industrialization, and expansion? <p>Have students analyze the photographs of Lewis Hine (see the National Archives and Records Administration [NARA] website http://www.nara.gov).</p> <p>Have students make a web or other graphic organizer called THE GROWTH OF NEW YORK.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • Note the significance of the development of the Erie Canal to New York State and New York City. • Make connections between improved transportation and the growth of cities and manufacturing. • Local history can be taught with this unit or the colonial unit, depending on when your local community was developed. In western New York it might be more appropriate to teach local history during the expansion unit, while in eastern New York it might be more appropriate to teach it during the colonial unit.

Interdisciplinary Connections



MATHEMATICS

Have students graph statistics showing the movement of goods on the Erie Canal in comparison to the movement of goods by train from 1830 to 1900. Indicate mileage and tonnage.

Have students make a graph showing the numbers of immigrants from major countries in the 19th century.

SCIENCE

Have students explore the technology that made industrial growth and expansion possible (steam power, locks, aqueducts). See also "Teaching with Documents" (Digital Classroom Teaching) on the NARA website for articles on Alexander Graham Bell's patent for the telephone or Thomas Edison's patent for the electric lamp.

ENGLISH LANGUAGE ARTS

Have students read short stories and diaries that depict the immigrant experience. Stories should be representative of an ethnic background of an immigrant in the 19th century.



ARTS

Have students analyze the photographs of Lewis Hine. NARA provides teachers with a website of a series of document analysis worksheets. Using the photo analysis worksheet, students should explore Lewis Hine's child labor and immigration photographs.

Have students put on an ethnic festival that includes foods, music, and dance.

Suggested Documents and Other Resources Selected by New York State Teachers

Erie Canal maps
Canal poster and photographs
Advertisements for trains, steamboats, and canal boats
Songs and stories of the Erie Canal
Journals
Diaries

Trade Books:

The Amazing Impossible Erie Canal by Cheryl Harness
Bridging the Continent: Early Transportation by Bobbie Kalman
Consider the Source: Historical Documents in the Classroom (see “Erie Canal Broadside”)
Dreaming of America by Eve Bunting
Ellis Island: New Hope in a New Land by William Jay Jacobs
The Erie Canal by Samuel Hopkins Adams
First Generation: In the Words of Twentieth Century American Immigrants by June Namias
From Path to Highway by Gail Gibbons
How My Family Lives in America by Susan Kuklin
Immigrant Kids by Russell Freedman
Journey to Ellis Island: How My Father Came to America by Carol Bierman
Long Way to a New Land by Joan Sandin
Life Stories of Undistinguished Americans, As Told by Themselves by Hamilton Holt
New York in Words and Pictures by Dennis Fradin
Those Building Men by Angela Johnson
Who Belongs Here: An American Story by Margy Burns Knight

Periodicals:

Cobblestone Magazine: America at Work: The Industrial Revolution
Cobblestone Magazine: Entrepreneurs of the Past
Cobblestone Magazine: Inventors

Videos:

Industrial Revolution
Industrial Revolution: Video Quiz
Immigration: Island of Hope, Island of Fear
Great Events and People in New York State History

Using the Internet

<http://www.ellisland.org>
<http://www.CPRR.org>
History of railroad, photographs
<http://www.nara.gov>
National Archives and Records Administration
http://www.archives.gov/digital_cl.../telephone_and_light_patents.htm
Alexander Graham Bell and Thomas Edison
http://www.archives.gov/digital_classroom/le/hine_photographs.htm
Lewis Hine

Urbanization: Economic, Political, and Social Impacts

- After World War II, thousands of people moved from rural areas to the urban areas of New York State.
- The people of New York State are economically interdependent.
- The labor movement struggled to improve working conditions for children and adults.

Standard	Concepts/ Themes	CONNECTIONS
Geography Economics	Change Interdependence Movement of People and Goods Urbanization Economic Systems Unions	Classroom Activities Have students create a diagram that compares rural, urban, and suburban communities. For bulletin boards or large posters, have students cut out pictures representing life and land in each of the areas. <ul style="list-style-type: none"> • What were the economic, political, and social impacts of rural to urban migration? Have students make ads or posters, or write speeches or persuasive essays, to suggest that people move to or visit each of the areas. Have students make posters entitled FROM WHEAT TO BREAD. Using these posters, students should explain economic interdependence. Have students create a timeline featuring important events dealing with education. <ul style="list-style-type: none"> • What is the purpose of public education in our State? Have students make a booklet showing schools from 1800 to the present. Have students participate in an 1800s school-day program. Some history museums offer these programs. Have students read some of the American Girl magazines and use them to compare schooling through the years. Have students investigate the history of their school district and create a display board to share information found.

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students research one reformer of the period and then role-play him or her giving a speech at a rally or speaking at a “meet the press” function.</p> <p>Involve students in a discussion about how they would feel if their parents told them they had to work in a factory instead of going to school. A writing activity discussing school attendance versus working in a factory could follow (see From Forge to Fast Food: A History of Child Labor in New York State: Civil War to the Present, Vol. II).</p> <ul style="list-style-type: none"> Why did unions fight to limit the working hours of women and children? <p>Have one half of the class draw a poster of what children should do to grow up healthy. The other half of the class should draw a poster depicting the life of a child laborer.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> Check with local unions to see if they can provide materials about the labor movement. Continue the ongoing class timeline. Refer to the NARA website for the document analysis worksheets.

Interdisciplinary Connections



MATHEMATICS

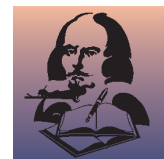
Have students gather data to make graphs showing the population shifts in the different areas over time. Have students look for trends and find reasons for the shifts, and then add short paragraphs of explanation to the graphs.

- What is the impact of economic interdependence?

ENGLISH LANGUAGE ARTS

Have students pretend to be newspaper reporters and write articles describing the working conditions pictured in Lewis Hine's photographs or in photographs from Russell Freedman's Immigrant Kids collection. As an alternative, students may write editorials representing the viewpoints of concerned citizens or parents who need their children's wages to survive.

- Why did workers unionize?



ARTS

Have students put together a collection of political cartoons and photographs that were used by reformers during this period. Have students discuss the cartoonists' and photographers' point of view.

Suggested Documents and Other Resources Selected by New York State Teachers

Have students explore the document analysis worksheets found on the NARA website to explore Lewis Hine's photographs. In particular, they should focus on the photo analysis worksheet.

Laws about child labor: The Uniform Child Labor Law (1910), National Industrial Recovery Act (1933-35), Fair Labor Standards Act (1938)

From Forge to Fast Food: A History of Child Labor in New York State: Colonial Times Through the Civil War, Volume I by Janet Wells Greene

From Forge to Fast Food: A History of Child Labor in New York State: Civil War to the Present, Volume II by Richard B. Bernstein

Trade Books:

Good Girl Work: Factories, Sweatshops, and How Women Changed Their Role in the American Workforce

by Catherine Gourley

A Historical Album of New York by Monique Avakian and Carter Smith III

Historical Directory of Trade Unions: Cotton, Wool and Worsted, Linen and Jute, Silk, Elastic Web, Lace in Net, Hosiery, and Knitware, Textile Finis by Arthur Marsh and Victoria Ryan

Historical Directory of Trade Unions. Engineering, Shipbuilding and Minor Metal Trades, Coal Mining and Iron and Steel, Agriculture, Fishing and Chemicals by Arthur Marsh and Victoria Ryan

Historical Documents in American Education by Tony W. Johnson

Kids on Strike by Susan Campbell Bartoletti

The Labor Movement in the United States by J.J. Flagler

Mother Jones and the March of the Mill Children by Penny Colman

New York by Suzanne Levert

The New York Colony by Thelma Nurenberg

No Time for School, No Time for Play: The Story of Child Labor in America by Rhoda and William Cahn

The Power in Our Hands by Norman Diamond and William Bigelow

The Rainbow Book of American History by Earl Schenck Miers

Rank and File edited by Alice and Staughton Lynd

The Schoolmasters by Leonard Everett Fisher

A Short History of New York State by David M. Ellis

Workers' Struggles, Past and Present edited by J.R. Green

Working Class U.S.A.: The Power and the Movement by Gus Hall

The Young United States 1783-1830 by Edwin Tunis

Using the Internet

<http://www.historyplace.com/unitedstates/childlabor>

Photographs by Lewis Hine

<http://www.pbs.org>

Colonial schools

<http://www.stratfordhall.org>

Colonial children

<http://www.afl-cio.org>

How to teach children about the labor movement

<http://www.nara.gov>

National Archives and Records Administration

http://www.archives.gov/digital_classroom/lessons/hine_photographs/teaching_activities.htm

Lewis Hine

Government

- The basic democratic values of American democracy include an understanding of the following concepts: *individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.*
- The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Standard	Concepts/ Themes	CONNECTIONS
Civic, Citizenship, and Government	Civic Values	Classroom Activities Provide copies of the Declaration of Independence, the Constitution, and the Pledge of Allegiance to the students or display these documents with other speeches, songs, and poems. Have students recite the Pledge of Allegiance and discuss its meaning. <ul style="list-style-type: none"> • What is a democracy? • What are the fundamental rights of Americans? • What are the values and principles expressed in our founding documents and speeches and in patriotic songs and stories? Have students create a timeline featuring events leading up to the writing of the Declaration of Independence. After studying the meaning of the words in the Preamble of the Constitution, students can rewrite the Preamble in simpler language. To reinforce their understanding of the Bill of Rights, have students create a windsock using a rectangular strip of blue material with white stars on top and 10 red streamers (with one of the 10 amendments written on each) hanging down from the stars. Case Study: American Heroes Have students research the people who helped to define and establish our freedoms: George Washington, John Adams, Thomas Jefferson, James Madison, Alexander Hamilton. Students can then make short speeches to nominate these people to the FREEDOM HALL OF FAME. <ul style="list-style-type: none"> • Who are the people who helped to shape and preserve our freedoms? Have students research people who helped extend our freedoms: Harriet Tubman, Frederick Douglass, Abraham Lincoln, Susan B. Anthony, Martin Luther King, Jr., Cesar Chavez, and Betty Friedan. <ul style="list-style-type: none"> • Who are the people who worked to preserve and extend our freedoms? • Why are they considered heroes?
	Government	
	Power	
History of the United States and New York State	Citizenship	
	Justice	

Standard	Concepts/ Themes	CONNECTIONS
		<p>Give students a list of local, county, State, and national government positions and ask them to investigate and categorize these positions as either elected or appointed.</p> <p>Have students brainstorm a list of traits that would be found in a worthy candidate.</p> <p>Have students hold a mock trial focusing on a situation that embodies concepts such as <i>fairness, justice, or equality</i>.</p> <p>Have students compare their classroom constitution with the United Nations Declaration of the Rights of the Child.</p> <p>Have students discuss the colors of the American flag and make personal flags as symbols of themselves. Have students research, examine, and display flags of other nations (see Appendix A: Patriotic Customs).</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> Some activities about the founding documents are also listed in the unit on the new nation; these may be taught at an appropriate time. Continue the class timeline.

Interdisciplinary Connections



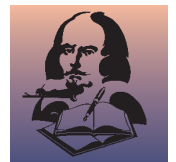
MATHEMATICS

Have students graph the results of elections using election statistics.

ENGLISH LANGUAGE ARTS

Have students read patriotic poetry or research the origins and purposes of specific legal holidays. Their reports should include the historical background of various State and federal holidays.

Examine **Living Together Under the Law: An Elementary Education Law Guide**, 1994, prepared by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department. The guide provides many learning experiences related to elementary law. It also provides a wide variety of activities involving the use of trade books. For more information about this publication, call (518) 474-1460 or email <http://www.nysba.org/lyc>



ARTS

Have students illustrate or make collages for words like *justice, liberty, equality, citizenship, diversity, assembly, patriotism, indivisible, and suffrage*. Have students identify important American symbols and/or use these symbols in a class collage.

Have students write and perform a Bill of Rights rap.

Suggested Documents and Other Resources Selected by New York State Teachers

Constitution of the United States
 New York State Constitution
 Declaration of Independence
 Pledge of Allegiance

Trade Books:

Alvin Fernald: Mayor for a Day by Clifford B. Hicks
The First Book of Elections by Edmund Lindrop
The First Book of Local Government by James Eichner
Elizabeth Cady Stanton by Lucile Davis
Getting to Know New York State by William B. Fink
How We Choose a President and the Courts by Lee Learner Gray
If You Were There When They Signed the Constitution by Elizabeth Levy
It's Our Government: Congress, the President and the Courts
The Making of the Constitution by Helen Stone Peterson
New York by Allen Carpenter
On the Go in New York by John Cunningham
Politics by Patricia Maloney Markum
Shh! We're Writing the Constitution by Jean Fritz
The Supreme Court in America's Story by Helen Stone Peterson
We Are the Government by Mary Elting
What a United States Senator Does by Ray Hoopes

Teacher Resources:

A Look at Our Town, Village, City, County Government. See the following sections: "Power/Leadership," "Problem Finder/Problem Solver," and "Cost/Benefit."
Bibliography of Law Related Curriculum Material edited by Susan Davidson
Citizenship Decision-Making: Skill Activities and Materials by Roger LaRaus and Richard C. Remy
Living Together Under the Law: An Elementary Education Law Guide by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department

Videos:

What 'Liberty and Justice' Means
The Story of the National Anthem (My America: Building a Democracy)
Our Constitution
The Almost Painless Guide to the Election Process

Using the Internet

<http://www.assembly.state.ny.us>

<http://www.senate.state.ny.us/>

Government names and how to contact them

<http://www.youthleadership.net>

Youth Leadership Initiative of the University of Virginia Center for Politics

<http://www1.umn.edu/humanrts/instree/kldrc.htm>

Declaration of the Rights of the Child

<http://www.constitutioncenter.org/sections/teacher/less.../40371bg.as>

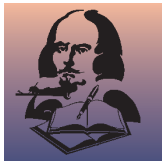
Lesson Plans: The Bill of Rights

Purposes of Government

- The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

Standard	Concepts/ Themes	CONNECTIONS															
Civics, Citizenship, and Government	Government	<p>Classroom Activities</p> <p>Have students role-play participating in a baseball game without rules or attending a school without rules.</p> <p>Have students create a chart on newsprint, listing the reasons for creating governments and answering the question, “Why do all groups and societies create rules and laws?”</p> <table border="1"> <thead> <tr> <th></th><th>Reasons for Creating Rules</th><th>Why do all groups and societies create rules and laws?</th></tr> </thead> <tbody> <tr> <td>Club</td><td></td><td></td></tr> <tr> <td>Scouts</td><td></td><td></td></tr> <tr> <td>Classroom</td><td></td><td></td></tr> <tr> <td>Team</td><td></td><td></td></tr> </tbody> </table> <p>Have students develop a class constitution and class rules.</p> <p>Have students use dramatic play with puppets to investigate the consequences of breaking rules.</p> <p>Have students collect and discuss newspaper cartoons dealing with rules and laws.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> Additional activities dealing with the purposes of government can be found in Living Together Under the Law: An Elementary Education Law Guide. 		Reasons for Creating Rules	Why do all groups and societies create rules and laws?	Club			Scouts			Classroom			Team		
	Reasons for Creating Rules	Why do all groups and societies create rules and laws?															
Club																	
Scouts																	
Classroom																	
Team																	

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS/ARTS

Ask students to write an essay explaining why rules are important.

Have students study their own and other communities. Ask them to make a list of all the rules they find and then develop booklets that focus on these rules. Students can illustrate the booklet.



Suggested Documents and Other Resources Selected by New York State Teachers

United States Constitution

New York State Constitution

Living Together Under the Law: An Elementary Education Law Guide, by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department




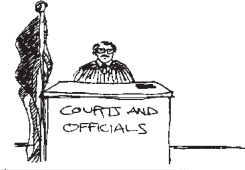
Using the Internet

<http://www.nysba.org/lyc>

email for New York State Bar Association

Local and State Government

- New York State and local governments include executive, legislative, and judicial branches.
- *Democracy, power, and citizenship* are key terms and concepts related to government.
- The United States Constitution and the Constitution of the State of New York with their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.
- People elect and/or appoint leaders who make, enforce, and interpret laws.
- Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.
- Citizenship includes rights and responsibilities that apply to the classroom, school, home, and local community.
- Effective, informed citizenship involves duties such as *voting, jury service*, and other service to the local community.
- Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Government	Classroom Activities <p>Discuss with students what a community would be like without a fire department, police force, or school system. Ask students to explain why these departments or services are important.</p> <p>Have students create a chart showing the structure and functions of the branches of New York State and local governments.</p> <ul style="list-style-type: none"> • What are the branches of government? • What functions, leaders, and institutions are associated with each branch? • What is meant by the term <i>balance of power</i> in our government? <div> <p>* YOUR STATE AND LOCAL GOVERNMENTS</p>  </div> <div>  </div> <div>  </div> <div>  </div> <div> <p>* FILL IN ONLY YOUR OWN LOCAL GOVERNMENT BODIES AND OFFICIALS. USE ACTUAL NAMES.</p> </div>
	Civic Values	
	Citizenship	
	Nation-state	

Concepts/ Themes

CONNECTIONS

Discuss with students the services provided by the community and list them on a chart. Have students make a collage of words describing these services. They can cut words out of newspapers and magazines.

Using a variety of political maps, students can locate their own community and state.

Ask students to read selected articles in local newspapers and determine which branch of government has jurisdiction over the issues described. Then have class representatives write or email the appropriate officials, asking for descriptions of the roles they play in the community.

Take the class to visit a local government agency or invite an agency representative to speak to the class about local government.

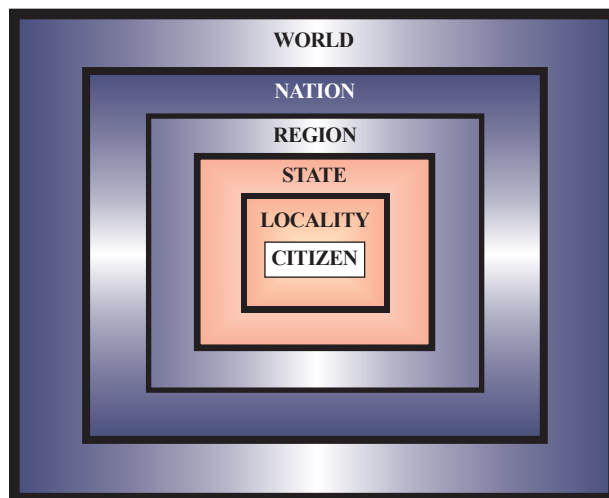
Discuss with students the celebration of holidays such as the Fourth of July. Have students investigate what local laws or ordinances would guide the planning of holiday festivals (e.g., parades, block parties, erection of a statue).

Have students discuss how a person can be a citizen of a locality, a state, a nation, and the world.

Using voting machines borrowed from local election boards, hold a mock election.

- How are leaders at the state and local levels elected?

Arenas of Citizenship



Have students interview or survey adults in the community to identify some of the ways they participate in political action, volunteer activities, or community service.

Ask students to compile a report for the school newspaper that highlights a citizen who has made outstanding contributions.

- What are the duties and responsibilities of effective, informed citizens?

Have students brainstorm a list of alternative solutions for a real classroom or school problem. Present solutions to the principal or other school personnel. Then discuss their feedback as a class and decide on next steps, if appropriate.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students write a play about a local issue such as bicycle safety. The dialogue of the play should discuss the issue and explore possible solutions. The play should conclude with a solution to the issue or problem, and a way to share those issues with the school or a broader community.

Suggested Documents and Other Resources Selected by New York State Teachers

Newspapers
Magazines
Political maps
Local ordinances
Voting machines

Trade Books:

A Look at Our Town, Village, City, County Government published by the New York State Education Department.
Governing New York: How Local, State, and National Governments Work by Magdalena Alagna

Possible Field Trips:

Take the class on a walking tour near the school. Have students list the government-provided services they become aware of on their walk.

- What would happen if these services were not provided?
- How necessary are these services?
- How much do they cost?

(When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

Using the Internet

<http://www.youthleadership.net/>

Youth Leadership Initiative of the University of Virginia Center for Politics

Key Terms

GRADE 4

AFL-CIO	factory	Native American Indian	tariff
agriculture	Fort Orange	natural resources	tax
Algonquians	freedom	neutral	technology
amendment	frontier	New Amsterdam	tenant farmer
archaeologists		New Netherlands	towpath
artifacts	goods	northwest passage	trade
assembly	government		traitor
		packet	transportation revolution
Boston Tea Party	Haudenosaunee	Parliament	treaty
boycott		patriot	
	immigrant	patriotism	urbanization
canal	inaugurated confederation	patroon	unions
child labor	independence	Peter Stuyvesant	
clans	indentured servant		vote
citizenship	Industrial Revolution	raw material	
The Clermont	industrialization	reform	wampum
collective bargaining	industry	repeal	wigwam
colonist	interpret law	representative	
colony	Iroquois	republic	
Committees of		reservation	
Correspondence	judicial	revolution	
compulsory education	jury	Richard Nicholls	
confederacy	justice	Robert Fulton	
constitution		rural	
Continental Congress	laws		
culture	League of Nations	sachem	
customs	legend	services	
	legislature	slave	
Declaration of Independence	liberty	slavery	
delegate	local	Sons of Liberty	
democracy	lock	Stamp Act	
DeWitt Clinton	locomotive	state	
diversity	longhouse	steamboat	
Dutch West India Company	loyalist	strike	
		suburban	
employee	manor		
employer	manufacture		
enforce	manufacturing		
equality	merchant		
executive	Minutemen		
exploitation			
exploration			

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade level-list, and there may be terms you want to delete.

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