

<p>Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.</p> <p>Different events, people, problems, and ideas make up world communities.</p> <p>People in world communities may have different interpretations and perspectives about important issues and historic events.</p>	<p>Identity Culture</p>
<p>The location of world communities</p> <p>World communities can be located on maps and globes (latitude and longitude).</p> <p>The spatial relationships of world communities can be described by direction, location, distance, and scale.</p> <p>Regions represent areas of Earth’s surface with unifying geographic characteristics.</p> <p>World communities can be located in relation to each other and to principal parallels and meridians.</p> <p>Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.</p> <p>Earth’s continents and oceans can be located in relation to each other and to principal parallels and meridians.</p>	<p>Places and Regions</p>
<p>Physical, human, and cultural characteristics of world communities</p> <p>The causes and effects of human migration vary in different world regions.</p> <p>The physical, human, and cultural characteristics of different regions and people throughout the world are different.</p> <p>Interactions between economic activities and geographic factors differ in world communities.</p> <p>The factors that influence human settlements differ in world communities.</p>	<p>Human Systems</p> <p>Environment and Society</p>
<p>People depending on and modifying their physical environments</p> <p>People living in world communities depend on and modify their physical environments in different ways.</p> <p>Lifestyles in world communities are influenced by environmental and geographic factors.</p> <p>The development of world communities is influenced by environmental and geographic factors.</p>	<p>Physical Systems</p> <p>Environment and Society</p>
<p>Challenge of meeting needs and wants in world communities</p> <p>Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>Human needs and wants differ from place to place.</p> <p>People in world communities make choices due to unlimited needs and wants and limited resources.</p> <p>People in world communities must depend on others to meet their needs and wants.</p> <p>Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.</p> <p>People in world communities use human, capital, and natural resources.</p> <p>People in world communities locate, develop, and make use of natural resources.</p> <p>Resources are important to economic growth in world communities.</p>	<p>Economic Systems</p> <p>Needs and Wants</p> <p>Economic Systems</p> <p>Factors of Production</p>
<p>Economic decision making in world communities</p> <p>Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make.</p> <p>Economic decisions in world communities are influenced by many factors.</p>	<p>Factors of Production</p> <p>Interdependence</p>

Symbols of citizenship in world communities

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations.

Citizenship
and Civic
Life

People making and changing rules and laws

People in world communities form governments to develop rules and laws to govern community members.

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities.

Nation State
Civic Values

Government

Governments around the world

Governments in world communities organize to provide functions people cannot provide as individuals.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions.

Nation State
Decision

Making
Government

Grade 4: Local History and Local Government

The grade 4 social studies program builds on the students' understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States. The in-depth study of local government will emphasize the structure and function of the different branches and the roles of civic leaders. Students continue to learn about the rights, responsibilities, and duties of citizenship. By participating in school activities that teach democratic values, students develop a sense of political efficacy and a better understanding of the roles of supporters and leaders. Students expand their civic concepts of power, equality, justice, and citizenship as they learn about local government.

The historic study of local communities focuses on the social/cultural, political, and economic factors that helped to shape these communities. Students study about the significant people, places, events, and issues that influenced life in their local communities. Students can investigate local events and issues and connect them to national events and issues. The grade 4 program should consider the following themes and events at the local level: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War period, the new nation, and the period of industrial growth and development in New York State. This chronological framework will help students to organize information about local history and connect it to United States history.

Connect local, New York State, and United States history, focusing on the following themes:

- Native American Indians of New York State
- European encounter: Three worlds (Europe, Africa, and the Americas) meet in the Americas
- Colonial and Revolutionary periods
- The new nation
- Industrial growth and expansion
- Government—local and State

UNIT ONE: THE GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500

I. HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>Objectives:</p> <ol style="list-style-type: none"> To understand the social scientific method and techniques used by social scientists to study human cultures To understand how the social scientific method and techniques can be applied to a variety of situations and problems To formulate social science questions and define social science issues and problems <p>Content Outline:</p> <p>A. History and the other social sciences provide a framework and methodology for a systematic study of human cultures</p> <ol style="list-style-type: none"> The role of history and the historian The other social sciences including anthropology, economics, geography, political science, psychology, and sociology <p>B. The social scientific method as a technique for problem solving and decision making</p>	1,2,3,4,5	Change	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How do historians research the past? What are primary and secondary sources? How do anthropology, economics, geography, political science, psychology, and sociology assist historians as they uncover the past, research the present and forecast the future? <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Analyze primary and secondary source documents to understand the purpose and usefulness of both. Create a web graphic organizer to demonstrate the interrelationships of the social sciences. <p>These understandings may be introduced at the beginning of both grades 7 and 8, but should be infused and applied whenever possible in all units.</p>

II. GEOGRAPHIC FACTORS INFLUENCE CULTURE

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>Objectives:</p> <ol style="list-style-type: none"> To describe the relationships between people and environments and the connections between people and places To describe the reasons for periodizing history in different ways To map information about people, places, and environments To identify and compare the physical, human, and cultural characteristics of different regions and people To understand the geography of settlement patterns and the development of cultural patterns 			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How do maps provide information about people, places, and physical and cultural environments? How does geography affect how and where people live? How did geographic factors affect political, social, and economic aspects of life in the Mayan, Aztec, and Incan cultures?

UNIT TWO: EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS

I. EUROPEAN EXPLORATION AND SETTLEMENT

Content	Standards	Concepts/Themes	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes To understand the impacts of European settlement on Native American Indians and Europeans To investigate why people and places are located where they are located and what patterns can be perceived in these locations To understand the ways different people view the same event or issues from a variety of perspectives <p>Content Outline:</p> <p>A. Motivating factors</p> <ol style="list-style-type: none"> Technological improvements in navigation Consolidation of political power within certain countries in Europe Desire to break into the Eastern trade markets Missionary zeal <p>B. Geographic factors influenced European exploration and settlement in North and South America</p> <ol style="list-style-type: none"> Effects of weather and natural hazards on the Atlantic crossings Characteristics of different physical environments in the Americas and where different Europeans settled The development of “New England,” “New France,” “New Netherland,” and “New Spain” 	<p>2,4,5</p> <p>3</p>	<p>Interdependence Science and Technology Power</p> <p>Environment and Society</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What were the major causes and effects of European exploration? How have the events of exploration and colonization been interpreted throughout history? <p>Teachers may convey the changes in interpretation of history (see Standard 1: The skills of historical analysis. . .) when describing differences between “discovery” and “contact.”</p> <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Draw/make models of new inventions that aided exploration. Compare and contrast New England, New France, and New Spain in political, social, and economic aspects of life. Study the Columbian exchange as an interdisciplinary unit with science. Compare the Dutch and English settlement of the New York region, using a Venn diagram. Compare political, social, and economic characteristics of the settlements. <p><u>Suggested Document:</u> Journal of Christopher Columbus</p>

I. EUROPEAN EXPLORATION AND SETTLEMENT, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>C. Effects of exploration and settlement in America and Europe—human-induced changes in the physical environment in the Americas caused changes in other places</p> <ol style="list-style-type: none"> 1. Introduction of new diseases to the Americas was devastating 2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American lands 3. New types of foods improved both European and Native American health and life spans 4. Economic and political changes in the balance of power in Europe and the Americas 5. Introduction of African slaves into the Americas 	2,4	Culture Imperialism Belief Systems Economic Systems	The results of contact (the Columbian exchange) may be viewed in terms of positive and negative effects for all participants; however, students should be aware that some groups were unwilling participants.
<p>D. Exploration and settlement of the New York State area by the Dutch and English</p> <ol style="list-style-type: none"> 1. Relationships between the colonists and the Native American Indians 2. Similarities between the Europeans and Native American Indians <ol style="list-style-type: none"> a. The role of tradition b. The importance of families and kinship ties c. The hierarchical nature of the community and family d. The need to be self-sufficient 3. Differences <ol style="list-style-type: none"> a. Ideas about land ownership b. Roles of men and women c. Beliefs about how people from different cultures should be addressed 4. Rivalry between the Dutch and English eventually resulted in English supremacy 		Culture Imperialism Belief Systems Economic Systems	Alook at eastern and western Long Island or settlements in the Hudson Valley can form a basis for a comparison between Dutch and English rule in New York.

III. LIFE IN COLONIAL COMMUNITIES

Content	Standards	Concepts/Themes	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> To understand how European and other settlers adapted to life in the American colonies To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems To analyze how values of a people affect the guarantee of civil rights and make provision for human needs 			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How did settlers adapt to the new environments? How did colonial life evolve? What kinds of political systems were created to provide order and justice? What kinds of economic systems were created to answer the three basic economic questions: What goods and services shall be produced? How shall they be produced? For whom shall they be produced? What kinds of social systems were created to satisfy religious and cultural needs? <p>Teachers may emphasize the evolving nature of colonial culture that was different than that of the English mother country and resulted in a new American culture.</p>
<p>Content Outline:</p> <p>A. Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <ol style="list-style-type: none"> Variations were found <ol style="list-style-type: none"> Religious-based Slave and free black communities Place of national origin The social structure promoted interdependence Social goals promoted community consciousness over individual rights Role of religions <ol style="list-style-type: none"> Puritans Quakers 	1,4	<p>Culture Diversity Interdependence Belief Systems</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Recreate colonial communities on paper or in play form to show how people lived in colonial times. Case study of a colonial community. Field trip to a restored colonial village. Make maps to show geographic features that affected colonial life such as waterways, topography, climate, and natural resources. Study colonial life through historical fiction during an interdisciplinary English/social studies unit. Use primary sources such as letters, diaries, inventories, newspapers, and documents such as the Mayflower

UNIT THREE: A NATION IS CREATED

I. BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>Objectives:</p> <ol style="list-style-type: none"> To understand the economic, political, and social causes of the American Revolution To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems To consider the nature and evolution of a constitutional democracy <p>Content Outline:</p> <p>A. Economic factors</p> <ol style="list-style-type: none"> Growth of mercantilism: triangular trade Rise of an influential business community in the colonies Cost of colonial wars against the French <p>B. Political factors</p> <ol style="list-style-type: none"> The role of the British Civil War Periods of political freedom in the colonies Impact of the French and Indian War: Albany Plan of Union Political thought of the Enlightenment influenced prominent colonial leaders <p>C. New social relationships between European powers and the American colonies: development of a new colonial identity</p>	<p>1,3</p> <p>5</p> <p>1</p>	<p>Imperialism Economic Systems</p> <p>Decision Making</p> <p>Culture Identity</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What are the political, economic, and social causes of the American Revolution? How did public opinion evolve in regard to the movement for independence? <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Map the triangular trade route. Use a key. Use primary sources such as the “Join or Die” cartoon and the text of the Albany Plan of Union to examine the French and Indian War as a cause of the Revolution. Read writings of Enlightenment thinkers such as John Locke and Baron de Montesquieu to analyze the rationale for the movement toward independence. Identify factors which led to a colonial American identity. <p>Students should define and apply major economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems (see Standard 4).</p>

II. THE SHIFT FROM PROTEST TO SEPARATION

Content	Standards	Concepts/Themes	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts To consider the nature and evolution of constitutional democracies <p>Content Outline:</p> <p>A. New British attitude toward colonies following victory over France</p> <ol style="list-style-type: none"> Colonies could not protect themselves Colonies were not paying a fair amount toward their support <p>B. New British policies antagonized many Americans</p> <ol style="list-style-type: none"> Various acts of Parliament such as the Quebec Act New tax policies and taxes: Stamp Act and others Other acts of repression: Zenger case and others <p>C. Public opinion was shaped in different forums</p> <ol style="list-style-type: none"> Political bodies Public display and demonstration Print media <p>D. Wide variety of viewpoints evolved</p> <ol style="list-style-type: none"> Complete separation More autonomy for the colonies No change in status quo: the Loyalist position 	<p>1,2</p> <p>4,5</p> <p>1,5</p> <p>1</p>	<p>Imperialism</p> <p>Economic Systems Scarcity Justice</p> <p>Choice Decision Making</p> <p>Choice</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How did colonial protests against Britain escalate? What specific British policies galvanized public opinion in the colonies? <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Illustrate famous quotations from the period with relevant cartoons or drawings in an interdisciplinary art/social studies unit. Compare the shaping of public opinion in colonial times with modern media techniques in an interdisciplinary English/social studies unit. <p>Role-play differing views on separation from England given differing political, economic, and social interests.</p> <p>Suggested Documents: Thomas Paine, <i>Common Sense</i>; artwork, Paul Revere's engraving of the Boston Massacre (1770)</p> <p>Students should apply the concept of multiple causation while reviewing the events leading up to the American Revolution (see Standard 1: The skills of historical analysis. . .).</p>

III. EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES

Content	Standards	Concepts/Themes	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> To understand how the colonists attempted to establish new forms of self-government To investigate key turning points in New York State and United States history and explain why these events or developments are significant To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents 			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What political systems were established in the colonies? How did the American Revolution parallel the move toward self-government? What were the major documents of the independence movement and how were they produced?
<p>Content Outline:</p> <ol style="list-style-type: none"> The Revolution begins <ol style="list-style-type: none"> Early confrontations Important leaders First Continental Congress The Second Continental Congress represented the first attempt to govern the colonies <ol style="list-style-type: none"> “Republican” government Request for state constitutions and political systems Asserting independence A movement for independence evolved from the political debate of the day Declaration of Independence <ol style="list-style-type: none"> Origins Content Impact Ideals embodied Independence creates problems for New Yorkers <ol style="list-style-type: none"> Organizing new State government Economic problems Political factions Slavery Recruiting soldiers for the war 	<p>1</p> <p>5</p> <p>1,4,5</p>	<p>Change Nationalism</p> <p>Political Systems Decision Making</p> <p>Change Nationalism Belief Systems Political Systems</p>	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Research the lives of people who made a difference in the American Revolution. After a roundtable sharing session, students can rate the individuals according to their relative contributions to the Revolution. Rewrite the Declaration of Independence in modern language. Write a constitution for New York State and compare it to the original 1777 version. Role-play the writing of the Declaration of Independence, using words and music from 1776. Make a timeline of events in the move toward independence. <p>Suggested Documents: Declaration of Independence (1776), New York State Constitution of 1777</p> <p>Student understanding of the Declaration of Independence (i.e., unalienable rights, the purpose of government) is essential in understanding such related topics as the Bill of Rights (UNIT FOUR), the Progressive movement (UNIT SEVEN), and the civil rights movement (UNIT ELEVEN).</p>

IV. MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>Objectives:</p> <ol style="list-style-type: none"> To understand how the colonists were able to unite against British power to win a major military and political victory To understand how events on the national level influenced and affected New Yorkers To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources 			<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What was the military course of the Revolutionary War? What role did leadership, commitment, and luck play in the American victory over the British? What political, economic, and social issues brought people together against the British?
<p>Content Outline:</p> <p>A. Strategies of the principal military engagements</p> <ol style="list-style-type: none"> Washington’s leadership New York as the object of strategic planning Evolution of the war from the North to the South: Lexington and Concord to Saratoga to Yorktown 	1	Change	<p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Map the battle sites and create a detailed key. Analyze artwork from the Revolutionary era, e.g., “Washington Crossing the Delaware” by Emanuel Leutze; analyze music from the period, e.g., “Yankee Doodle” Read biographies of little-known participants in the Revolution—Marquis de Lafayette, Baron von Steuben, Lydia Darragh, Peter Salem—to accent the multicultural backgrounds of the participants. View a reenactment of a Revolutionary battle or engage a reenactment soldier to visit your classroom and speak about military life.
<p>B. Role of the Loyalists</p> <ol style="list-style-type: none"> In New York City Colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution <ol style="list-style-type: none"> Refuge for Loyalists Staging ground for attacks on New York’s patriots 	1	Identity	
<p>C. The outcome of the war was influenced by many factors</p> <ol style="list-style-type: none"> Personalities and leadership Geography: importance of various physical features Allocation of resources Foreign aid: funds and volunteers Role of women, blacks, and Native American Indians Haphazard occurrences of events: the human factor Clash between colonial authority and Second Continental Congress 	3	Change Scarcity	<ul style="list-style-type: none"> Make supply-and-demand graphs for wartime supplies such as ammunition, shoes, wool. <p>Suggested Documents: Thomas Paine, <i>The Crisis</i>; artwork, “Washington Crossing the Delaware,”; song, “Yankee Doodle”</p>
	4	Environment and Society	
	5	Power	

V. ECONOMIC, POLITICAL, AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>Objectives:</p> <ol style="list-style-type: none"> To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources <p>Content Outline:</p> <p>A. On the national level</p> <ol style="list-style-type: none"> Britain gave up claims to govern Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence American economy was plagued by inflation and hurt by isolation from world markets <p>B. In New York State</p> <ol style="list-style-type: none"> The effects of the American Revolution on the Iroquois Confederacy Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance Arepublican ideology developed which emphasized shared power and citizenship participation 	<p>1,4</p> <p>1,5</p>	<p>Change Scarcity</p> <p>Change Power</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How did the Revolution change people's lives? How have these political, economic, and social changes been interpreted by different analysts? Was the American Revolution a "revolution" for all of the participants? Why or why not? <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Make a graphic organizer to show the effects of the Revolution on international, national, and state levels. Classify the effects into political, social, and economic categories.

METHODOLOGY OF GLOBAL HISTORY AND GEOGRAPHY

Content	Standards	Concepts/Themes	Connections
<p>A. History</p> <ol style="list-style-type: none"> 1. Skills of historical analysis <ol style="list-style-type: none"> a. Investigate differing and competing interpretations of historical theories—multiple perspectives b. Hypothesize about why interpretations change over time c. Explain the importance of historical evidence 2. Understand the concepts of change and continuity over time 3. The connections and interactions of people across time and space 4. Time frames and periodization 5. Roles and contributions of individuals and groups 6. Oral histories 	<p>1,2</p>	<p>Belief Systems Change Conflict Cultural/ Intellectual Life Diversity Human Rights Interdependence Imperialism Nationalism Urbanization</p>	<p>TEACHER'S NOTE: This introductory unit is designed to introduce students to the five social studies standards and the essential questions associated with each standard. Many teachers may choose to infuse this introduction into the body of the course.</p> <p>TEACHER'S NOTE: While this core curriculum presents a chronological approach to global history and geography, it may be necessary at times to suspend chronology. In some instances, events overlap historical eras. An example would be European feudalism that has been placed in UNIT TWO: Expanding Zones of Exchange and Encounter (500-1200); Japanese feudalism is placed in UNIT THREE: Global Interactions (1200-1650). The teacher may wish to place Japanese feudalism in UNIT TWO with European feudalism so that students can better compare and contrast the two. This is a local curriculum decision.</p> <p>TEACHER'S NOTE: Over this two-year course of study, students should develop a sense of time, exploring different periodization systems and examining themes across time and place. This ability is critical in understanding the course and being able to make the fundamental connections and linkages.</p>

METHODOLOGY OF GLOBAL HISTORY AND GEOGRAPHY, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>B. Geography</p> <ol style="list-style-type: none"> 1. Elements of geography <ol style="list-style-type: none"> a. Human geography b. Physical geography c. Political geography d. Migration e. Trade f. Environment and society g. The uses of geography 2. Critical thinking skills <ol style="list-style-type: none"> a. Asking and answering geographic questions b. Analyzing theories of geography c. Acquiring, organizing, and analyzing geographic information 3. Identifying and defining world regions 	3	Human/Physical Geography Movement of People and Goods Environment and Society Change Needs and Wants Interdependence Culture	<p>TEACHER'S NOTE: Prior to the completion of the two-year global history and geography program, students should have a clear understanding of the human and physical geography. They should have multiple opportunities to explore the impact of geography on the past and present. Students should be able to make, use, and apply geographic generalizations. They should be able to use data to construct maps, graphs, charts, etc.</p> <ul style="list-style-type: none"> - What impact does geography have on history? - How do physical and human geography affect people and places? - To what extent are terms such as “Far East” and “Middle East” a reflection of a European perspective on regions?
<p>C. Economics</p> <ol style="list-style-type: none"> 1. Major economic concepts (scarcity, supply/demand, opportunity costs, production, resources) 2. Economic decision making 3. The interdependence of economics and economic systems throughout the world 4. Applying critical thinking skills in making informed and well-reasoned economic decisions 	4	Economic Systems Decision Making Factors of Production Interdependence Needs and Wants Scarcity Science and Technology	<p>TEACHER'S NOTE: Students should be able to apply the three basic questions of economics to situations across time and place.</p> <ul style="list-style-type: none"> - What goods and services shall be produced and in what quantities? - How shall goods and services be produced? - For whom shall goods and services be produced?
<p>D. Political science</p> <ol style="list-style-type: none"> 1. The purposes of government 2. Political systems around the world 3. Political concepts of power, authority, governance, and law 4. Rights and responsibilities of citizenship across time and space 5. Critical thinking skills <ol style="list-style-type: none"> a. Probing ideas and assumptions b. Posing and answering analytical questions c. Assuming a skeptical attitude toward questionable political statements d. Evaluating evidence and forming rational conclusions e. Developing participatory skills 	5	Decision Making Justice Nation State Citizenship Political Systems Power Nationalism	<ul style="list-style-type: none"> - What are the basic purposes of government? - What assumptions have different groups made regarding power, authority, governance, and law across time and place? - How is citizenship defined and how do different societies view the rights and responsibilities of citizenship? - How do concepts of justice and human values differ across time and place? - How are decisions made under different political systems?

UNIT FOUR: THE FIRST GLOBAL AGE (1450 - 1770), continued

Content	Standards	Concepts/Themes	Connections
<p>F. Political ideologies: global absolutism</p> <ol style="list-style-type: none"> Human and physical geography Thomas Hobbes, <i>The Leviathan</i> Jacques-Benigne Bossuet: Absolutism and Divine right theory Case studies: Akbar the Great, Suleiman the Magnificent, Philip II, Louis XIV, Ivan the Terrible, and Peter the Great 	2,5	Human/ Physical Geography Political Systems Power	<p>Casas, <i>The General History of the Indies</i></p> <p>TEACHER'S NOTE: Students should understand that in the 16th and 17th centuries, the monarchies of Western Europe sought to centralize political power. Political absolutism supported that trend. Students should be able to compare and contrast absolutism in Europe with absolutism in Asia and Africa.</p> <p><u>Suggested Documents</u>: Maps of Russian expansion, other political maps; Extracts from Bossuet's Work on Kingship, http://history.hanover.edu/early/bossuet.htm</p>
<p>G. The response to absolutism: The rise of parliamentary democracy in England</p> <ol style="list-style-type: none"> Background—Magna Carta Divine Right of Monarchy—Stuart rule Puritan Revolution—Oliver Cromwell Glorious Revolution—John Locke and the English Bill of Rights 	5	Conflict Culture and Intellectual Life Decision Making Power Citizenship	<p>TEACHER'S NOTE: The tradition of sharing political power and natural law had its roots in Greek and Roman practice and was expressed in documents that limited royal power such as the Magna Carta and the English Bill of Rights.</p> <p>- What impact did the Puritan Revolution have on the Enlightenment and subsequent political events in Europe and the Americas?</p> <p><u>Suggested Documents</u>: Thomas Hobbes, <i>The Leviathan</i>; Niccolo Machiavelli, <i>The Prince</i>; James I, <i>Justification of Absolute Monarchy</i>; John Locke, <i>Two Treatises of Government</i>; and the English Bill of Rights</p>

UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914)

Content	Standards	Concepts/Themes	Connections
 <p>A. The Scientific Revolution</p> <ol style="list-style-type: none"> The development of scientific methods The work of Copernicus, Galileo, Newton, and Descartes 	2	Science and Technology Change	<p>TEACHER'S NOTE: Students should understand that the Scientific Revolution in Europe, with its emphasis on observation, experimentation, investigation, and speculation, represented a new approach to problem solving. This philosophy became synonymous with modern thought throughout the world.</p> <p>- What role did science and technology play in the changes that took place in Europe from 1450 to 1770?</p> <p>- To what extent was the Scientific Revolution a rejection of traditional authority?</p>

UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued

Content	Standards	Concepts/Themes	Connections
 <p>B. The Enlightenment in Europe</p> <ol style="list-style-type: none"> 1. The writings of Locke, Voltaire, Rousseau, and Montesquieu 2. The impact of the Enlightenment on nationalism and democracy 3. The enlightened despots—Maria Theresa and Catherine the Great 	5	Cultural and Intellectual Life Citizenship Decision Making Political Systems	<p>- To what extent does this tension still exist?</p> <p>- To what extent did Europeans apply this approach to traditional values and institutions?</p> <p>Suggested Documents: Nicolaus Copernicus, <i>On the Revolutions of the Heavenly Spheres</i>; Galileo Galilei, <i>Letter to the Grand Dutchess Christina and Dialogue Concerning the Two Chief World Systems</i>; René Descartes, <i>Discourse on Method</i></p> <p>TEACHER'S NOTE: Students should understand that during the Enlightenment, Europeans moved toward new assumptions regarding power, authority, governance, and law. These assumptions led to the new social and political systems during the Age of Revolution.</p> <p>Suggested Documents: John Locke, <i>Two Treatises of Government</i>; Jean-Jacques Rousseau, <i>The Social Contract</i>; Voltaire, <i>Treatise on Toleration</i>; René Descartes, <i>Discourse on Method</i>; for writings of Catherine the Great see http://www.fordham.edu/halsall/mod/18catherine.html</p>
 <p>C. Political revolutions</p> <ol style="list-style-type: none"> 1. Human and physical geography of revolutions 2. American Revolution <ol style="list-style-type: none"> a. Impact of the Enlightenment on the American Revolution b. Impact of the American Revolution on other revolutions 3. French Revolution <ol style="list-style-type: none"> a. Causes b. Key individuals (Robespierre and Louis XVI) c. Impact on France and other nations d. Rise to power of Napoleon and his impact (Napoleonic Code) 4. Independence movements in Latin America <p>Case studies: Simon Bolivar, Toussaint L'Ouverture, José de San Martín</p> <ol style="list-style-type: none"> a. Causes b. Impacts 	<p>1,2,3,4,5</p> <p>1,2,3,4,5</p>	Human/ Physical Geography Conflict Change Political Systems Economic Systems Nationalism Nation State	<p>TEACHER'S NOTE: Students should focus on the impact of the Enlightenment on American political thought and, in turn, the impact of the American Revolution on subsequent revolutions. Students should not engage in an in-depth analysis of the battles and phases of the American Revolution. The American, French, and Latin American revolutions were turning points in global history. Students should be able to identify the forces that brought about these changes and their long-term effects.</p> <p>TEACHER'S NOTE: Each of these revolutions, both political and economic, provides students with multiple opportunities for examination of issues from multiple perspectives.</p> <p>- To what extent was the Scientific Revolution related to the Enlightenment?</p> <p>- In what ways did the French Revolution overturn the balance of power that had existed in Europe?</p> <p>- To what extent are the stages of the American, French, and Latin American revolutions similar? dissimilar?</p>

UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued

Content	Standards	Concepts/Themes	Connections
 <p>D. The reaction against revolutionary ideas</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Balance of power politics and the Congress of Vienna (Klemens von Metternich) 3. Revolutions of 1848 4. Russian absolutism: reforms and expansion <ol style="list-style-type: none"> a. Impact of the French Revolution and Napoleon b. 19th-century Russian serfdom c. Expansion of Russia into Siberia 	1,2,3,4,5	Human/ Physical Geography Change Nation State	<p>Suggested Documents: Thomas Paine, <i>Common Sense</i>; the Declaration of Independence; the Bill of Rights; the Declaration of the Rights of Man and of Citizens; Edmund Burke, <i>Reflections on the Revolution in France</i>; Simon Bolivar, <i>Message to the Congress of Angostura</i> http://www.fordham.edu/halsall/mod/1819bolivar.html</p> <ul style="list-style-type: none"> - What impact did the Congress of Vienna and conservative reaction across Europe have on the establishment of democratic states in Europe? - What reactions against revolutionary ideas occurred in Europe, Russia, and Latin America? - What forces led to the 19th-century failure of democracy in Latin America and Russia? - What role did the individual citizen play in these revolutions?
 <p>E. Latin America: The failure of democracy and the search for stability</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Roles of social classes: land-holding elite, creoles, mestizos, native peoples, and slaves 3. Roles of the Church and military 4. Role of cash crop economies in a global market 5. The Mexican Revolution (1910-1930) <ol style="list-style-type: none"> a. Cause and effect b. Roles of Porfirio Diaz, Francisco “Pancho” Villa, and Emiliano Zapata c. Economic and social nationalism 	2,3,4,5	Nationalism Economic Systems Factors of Production Change Conflict Human Rights	<p>Suggested Documents: Political maps of these revolutions reflecting adjustments and boundary changes, before and after the Congress of Vienna</p> <ul style="list-style-type: none"> - What were the perspectives of various social classes on the revolutions in Latin America? - What role did peasants play in the Mexican Revolution? - How successful was this revolution? - What role did nationalism play in this revolution?
<p>F. Global nationalism</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Role in political revolutions 3. Force for unity and self-determination <ol style="list-style-type: none"> a. Unification of Italy and Germany (Camillo Cavour, Otto von Bismarck) b. Asian and Middle Eastern nationalism <ol style="list-style-type: none"> 1) India (Indian National 	2,3,4,5	Human/ Physical Geography Change Conflict Nationalism	<p>TEACHER’S NOTE: Students should be able to define nationalism and analyze the impact of nationalism as a unifying and divisive force in Europe and other areas of the world. They should also be able to examine nationalism across time and place.</p> <ul style="list-style-type: none"> - What role did nationalism play in Europe, Eastern Europe, Asia, Africa, and Latin America? - What role does nationalism play today in these regions?

UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued

Content	Standards	Concepts/Themes	Connections
<p>Congress, Moslem League) 2) Turkey—Young Turks 4. Zionism 5. Force leading to conflicts a. Balkans before World War I b. Ottoman Empire as the pawn of European powers</p>			<p><u>Suggested Documents:</u> Giuseppe Mazzini, <i>Young Italy</i>; Carl Schurz, <i>Revolution Spreads to the German States</i></p>
<div data-bbox="87 529 198 632"></div> <div data-bbox="224 529 334 632"></div> <div data-bbox="360 529 470 632"></div> <p>G. Economic and social revolutions 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i> d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization 1) Utopian reform—Robert Owen 2) Legislative reform 3) Role of unions</p>	<p>2,3,4,5</p>	<p>Human/ Physical Geography Change Economic Systems Urbanization Factors of Production Environment Human Rights Conflict Environment</p>	<p>TEACHER'S NOTE: Students should understand that the Agrarian and Industrial revolutions, like the Neolithic Revolution, led to radical change. Students should realize that the process of industrialization is still occurring in developing nations.</p> <ul style="list-style-type: none"> -What role did the Industrial Revolution play in the changing roles of men and women? - What impact did the Industrial Revolution have on the expansion of suffrage throughout the late-19th and early-20th centuries? - To what extent did the Industrial Revolution lead to greater urbanization throughout the world? - What geographic factors explain why industrialization began in Great Britain? - How did the European arts respond to the Industrial Revolution? - In what ways did social class impact on the ways various groups looked at the Industrial Revolution? - What impact did industrialization have on the environment? - In what ways did the abuses of the Industrial Revolution lead to such competing ideologies as liberalism, conservatism, socialism, and communism? <p>TEACHER'S NOTE: Students should be able to compare social and economic revolutions with political revolutions. In looking at the Industrial Revolution, students should be provided with the opportunity to investigate this phenomenon in at least two nations.</p> <ul style="list-style-type: none"> - To what extent is the Industrial Revolution still occurring in the non-Western world?

UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued

Content	Standards	Concepts/Themes	Connections
<p>b. Boxer Rebellion c. Sun Yat-sen (Sun Yixian) and the Chinese Revolution (1910-1911)</p> <p>6. Multiple perspectives toward imperialism a. Immediate/long-term changes made under European rule b. Long-term effects in Europe and the rest of the world</p>   <p>I. Japan and the Meiji restoration 1. Human and physical geography 2. The opening of Japan a. Commodore Matthew Perry b. Impact upon Japan of Treaty of Kanagawa 3. Modernization, industrialization</p> <p>4. Japan as an imperialist power a. First Sino-Japanese War (1894 - 1895) b. Russo-Japanese War c. Annexation of Korea d. Dependence on world market</p>	<p>2,3,4,5</p>	<p>Change Human/ Physical Geography Imperialism Conflict Economic Systems</p>	<p>TEACHER'S NOTE: Students should analyze the Meiji Restoration in terms of the political, economic, and social changes that were introduced. Students should be able to compare and contrast English and Japanese industrialization. Have students compare industrialization and westernization in Japan and the Ottoman Empire and other non-Western nations and Europe.</p> <ul style="list-style-type: none"> - Why did the Industrial Revolution occur in Japan before other Asian and African nations? - What caused the conflicts between China, Russia, and Japan? - What impact did the Russo-Japanese War have on the relative power of Russia? Japan? - Why did Japan annex Korea? What policies did Japan follow in Korea (1910-1945)? - How does Japanese imperialism of the past influence Japan's relations with her Asian neighbors today? <p>Suggested Documents: Political maps of Japan and East Asia; Millard Fillmore, <i>Letter to the Emperor of Japan</i>; Ito Hirobumi, <i>Reminiscence on Drafting of the New Constitution</i>; 19th-century Japanese prints showing contact with the West</p>