

New York State Social Studies Standards
“Civil Rights: Before You Could Say ‘Jackie Robinson’”

Standard 1

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

Key Idea 1

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

Elementary

Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

Understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents.

Explain those values, practices, and traditions that unite all Americans.

Intermediate

Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans

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of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents

Commencement

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

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Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents

Key Idea 2:

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Elementary

Recognize how traditions and practices were passed from one generation to the next

Distinguish between near and distant past and interpret simple timelines

Intermediate

Describe the reasons for periodizing history in different ways

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

Commencement

Develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues

Compare and contrast the experiences of different groups in the United States

Examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions

Key Idea 3:

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

Elementary

Identify individuals who have helped to strengthen democracy in the United States and throughout the world

Intermediate

Gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States

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

Commencement

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

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

Key Idea 4:

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

Elementary

Consider different interpretations of key events and/or issues in history and understand the differences in these accounts

Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State

View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Intermediate

Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability

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

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

Describe historic events through the eyes and experiences of those who were there

Commencement

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

Evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed

Standard 3

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

Key Idea 1:

Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Elementary

Identify and compare the physical, human, and cultural characteristics of different regions and people

Intermediate

Investigate why people and places are located where they are located and what patterns can be perceived in these locations

Describe the relationships between people and environments and the connections between people and places

Commencement

Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world

Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface