

Southern Cayuga Central School Curriculum Map

Subject: Local History 23-24

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Geography and Native American Influence	<p>How has geography impacted people living in NY?</p> <ul style="list-style-type: none"> - Natural resources <p>What lasting impacts can we see today from Native American tribes in NY?</p> <ul style="list-style-type: none"> - oral histories - creation stories 	<p>Compare/Contrast Iroquois Creation myth + Government with our own</p> <ul style="list-style-type: none"> - Mapping NY, Demographic trends, - How to conduct interviews for oral history 	<ul style="list-style-type: none"> - Oral history interview 	3 weeks
European Colonization (1607-1775)	<p>What impacts did European settlers have on the development of NYS?</p> <p>How did settlement impact slavery and our individual rights in colonial NY?</p>	European Settlement + Slavery Documents, Stop the Presses Activity,	<ul style="list-style-type: none"> - Freedom of the Press: Local News Project 	2 weeks
Revolution (1176-1825)	Analyze the progress made in New York State during the period of 1776-1825.	<p>Compare/Contrast NY vs US Constitution, Benedict Arnold Obituaries, Ratification “out west” of NY Constitution</p> <ul style="list-style-type: none"> - Social, political, and economic impacts of period 	<ul style="list-style-type: none"> - Fate of the Iroquois Group Project 	3 weeks

	<p>To what extent did geography and climate affect the placement of the Erie Canal?</p> <p>Did the Erie Canal shape individuals, groups, and institutions or do/did individuals, groups, and institutions shape the Erie Canal?</p>		<ul style="list-style-type: none"> - Transportation Map Analysis - “Perfect Societies” History Museum 	
Life in the New Nation (1825-1860)	What technological advancements have been created in your state and how have they affected people, environment and culture?	Transportation map analysis, “Perfect Societies”	<ul style="list-style-type: none"> - Museum Exhibit 	2 weeks
Women’s Rights Movement (1848- 1920’s)	<p>What was the 19th century view of a woman’s role and how did this ideal of womanhood influence attitudes about suffrage?</p> <p>How were black women involved in the fight for women’s suffrage? What additional challenges did they face? What has been the impact of women’s suffrage on the US and New York?</p>	Compare/ Contrast Declaration of Sentiments, Women Take a Stand	<ul style="list-style-type: none"> - Women’s Movement Essay 	2 weeks

The Gilded Age (1860-1914)	<p>How did the rapid progress of the day impact the social, political and economic well being of many New Yorkers?</p>	War Recruitment Posters, Political Cartoon Analysis, Important NYers Press Conference, Letter to inventor	- Editorial Writing Piece	2 weeks
Industrial Society (1914-1945)	<p>How did the Industrial Society era impact the social, political and economic well being of the citizens of New York?</p> <ul style="list-style-type: none"> - Discrimination - Harlem Renaissance - Refugee - POW <p>How did the Great Depression and WWI and II change the lives of NYers?</p>	Women's job ad 80 years ago, Refugee Primary Sources, Who's Who in the 1920's, Harlem Renaissance, Oswego Refugee Camp	- Great Depression/ WWII Project	2 weeks
The Empire State (1945-Pres)	<p>How has the population decline of The Empire State has impacted the social, political and economic well being of the citizens of New York and changed our image within the United States?</p> <ul style="list-style-type: none"> - suburbs <p>How do the powers of state and national governments differ?</p>	St. Lawrence Seaway, Population Trends, NY's Industries, Comparing Local/ State Governments, Immigration Patterns	- Writing your local representative	2 weeks

Capstone Project	<p>How do historians <i>do</i> history?</p> <p>How is history recorded?</p> <p>What monuments, markers, and other relevant identifiers of local history already exist?</p> <p>What is considered common knowledge and what has been mythologized within local history?</p>	<p>As part of the capstone project students will conduct original research and present their findings in the form of an essay, oral history, Mini-Museum, booklet, or presentation.</p> <p>***alternate project ideas must be cleared w/ Mr. Murphy</p>	- Final Project	2 weeks
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Relevant Standards

NYS Standards:

11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

(Standards: 1, 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, EXCH)

11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

(Standards: 1, 3, 4, 5; Themes: TCC, GEO, GOV, ECO, TECH)

11.4b The 14th and 15th amendments failed to address the rights of women.

Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony.

11.5a New technologies and economic models created rapid industrial growth and transformed the United States.

11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values.

Standard 3: Geography 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.

National Core Standards:

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital

text. 8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources. discrepancies among sources. Range of Reading and Level of Text Complexity

Common Core Learning Standards: History/Social Studies » Grade 9-10

Key Ideas and Details:

[CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

[CCSS.ELA-LITERACY.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

[CCSS.ELA-LITERACY.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[CCSS.ELA-LITERACY.RH.9-10.8](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources