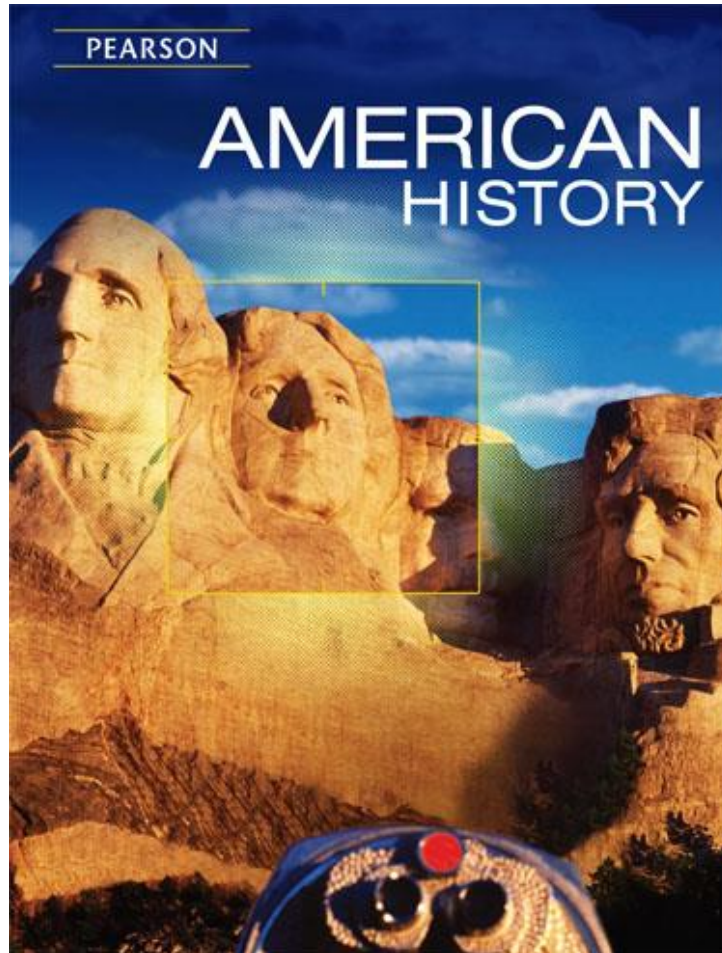


# A Correlation of



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To the  
**New York State  
Social Studies Framework  
Grades 7 and 8**

## Introduction

This document demonstrates how ***Pearson American History***, ©2016 meets the New York State Social Studies Framework, Grades 7, 8.

*Pearson* is excited to announce its ***NEW American History*** program for middle grades! The program is designed to unlock the exciting story of our nation’s history with engaging stories, activities, and opportunities for drawing connections from the content to students’ own lives, expanding their understanding of American history and why it remains important today. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation’s history. The program is available in print, digital, and blended options.

The ***Pearson American History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

### Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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New York State Social Studies Framework Grade 7 History of the United States and New York I	Pearson American History Middle Grades, ©2016
<b>Grade 7</b>	
<p>Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable.</p> <p>(NOTE: If a school/district has a 7th grade program that incorporates Reconstruction, this document is not intended to prohibit that inclusion.) Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.</p> <p>Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and 7.8 A Nation Divided.</p>	
<p><b>7.1 NATIVE AMERICANS: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2; Themes: ID, MOV, GEO)</b></p>	
<p>7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.</p>	
<p>➤ Students will examine theories of human settlement of the Americas.</p>	<p><b>SE:</b> The Early Americas, 4–20; Topic 1 Assessment (3. Analyze Influence of Environment on Settlement), 41; (8. Analyze the Environment’s Influence on Settlement), 42</p>
<p>➤ Students will compare and contrast different Native American culture groups with a focus on the influence geographic factors had on their development including Sioux and Anasazi.</p>	<p><b>SE:</b> The Early Americas, 4–20; Topic 1 Assessment (1. Compare Culture Regions), (2. Analyze Influence of Environment on Population), (3. Analyze Influence of Environment on Settlement), (4. Compare Cultures), (8. Analyze the Environment’s Influence on Settlement), 42; (17. Write about the Essential Question: How much does geography affect people’s lives?), 43; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>

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<p>➤ Students will examine the various Native American culture groups located within what became New York State including Haudenosaunee (Iroquois), and the influence geographic factors had on their development.</p>	<p><b>SE:</b> Culture and the Physical Characteristics of North America, 12–17; Religion, 18–19; The Iroquois League, 19–20; Topic 1 Assessment (2. Analyze Influence of Environment on Population), 41; (8. Analyze the Environment’s Influence on Settlement), 42; (17. Write about the Essential Question: How much does geography affect people’s lives?), 43</p>
<p><b>7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally. (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)</b></p>	
<p>7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.</p>	
<p>➤ Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.</p>	<p><b>SE:</b> Early Europe, Africa, and Asia, 21–32; Topic 1 Assessment (10. Compare the Effects of New Technologies in Navigation), 42</p>
<p>➤ Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.</p>	<p><b>SE:</b> The Voyages of Columbus, 34–37; Other Spanish Exploration, 37–38; The Columbian Exchange, 38–40; Topic 1 Assessment (6. Describe the Drawbacks of the Columbian Exchange) &amp; (12. Describe the Positive Consequences of the Columbian Exchange), 42; Reasons for the Exploration of North America, 57; French Exploration, 57–58; Exploration of Henry Hudson, 58; New France is Colonized, 58–60; The Dutch Establish New Netherland, 60–62</p>

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<p>7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the Encounter with Europeans justified by the “Doctrine of Discovery.”</p>	
<ul style="list-style-type: none"> <li>➤ Students will compare and contrast British interactions with the Wampanoag, Dutch interactions with the Mahican, Mohawk or Munsee, French interactions with the Algonquin, and Spanish interactions with the Muscogee.</li> </ul>	<p><b>SE:</b> The Social Order in New Spain, 52–53; Overcoming Hardships in Plymouth, 73–74; War Erupts Between Puritans and Native Americans, 78–80; Pennsylvania Becomes a Colony, 87–89; Daily Life in the Middle Colonies, 89–91; Europeans Fight Over North American Land, 123–124; The French and Indian War Begins in the Ohio Valley, 124–126; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate other Native American societies found in their locality and their interactions with European groups.</li> </ul>	<p><b>SE:</b> Culture and the Physical Characteristics of North America, 12–17; Religion, 18–19; The Iroquois League, 19–20; The Dutch Establish New Netherland, 60–62; Overcoming Hardships in Plymouth, 73–74; War Erupts Between Puritans and Native Americans, 78–80; Pennsylvania Becomes a Colony, 87–89;</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the major reasons Native American societies declined in population and lost land to the Europeans.</li> </ul>	<p><b>SE:</b> The Voyages of Columbus, 34–37; The Columbian Exchange, 38–40; Topic 1 Assessment (5. Evaluate Sources), 41; (6. Describe the Drawbacks of the Columbian Exchange), 42; Conquistadors Arrive in the Americas, 47–49; The Colonization of New Spain, 50–51; The Social Order in New Spain, 52–53; The Dutch Establish New Netherland, 60–62; War Erupts Between Puritans and Native Americans, 78–80; Europeans Fight Over North American Land, 123–124; The French and Indian War Begins in the Ohio Valley, 124–126</p>

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<p>7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.</p>	
<ul style="list-style-type: none"> <li>➤ Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.</li> </ul>	<p><b>SE:</b> The Voyages of Columbus, 34–37; The Colonization of New Spain, 50–51; New France Is Colonized, 58–60; The Dutch Establish New Netherland, 60–62; Roanoke and Jamestown, 62–65; The Jamestown Colony Grows, 67–68; Seeking Religious Freedom 70–71; Plymouth Colony, 71–73; Overcoming Hardships in Plymouth, 73–74; Forming Massachusetts Bay Colony, 74–75; The Towns of New England, 80–82; The Middle Colonies, 64–69; Lord Baltimore's Colony, 93–94; Settlement in the Carolinas and Georgia, 94–95; Two Regions Develop Differently, 96–99; Topic 2 Assessment (1. Describe the Causes of Spanish Colonization), (2. Explain the Founding of Jamestown) &amp; (4. Describe Religious Reasons for Immigration), 117</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine the economic, social and political characteristics of each colonial region.</li> </ul>	<p><b>SE:</b> The Colonization of New Spain, 50–51; The Dutch Establish New Netherland, 60–62; Roanoke and Jamestown, 62–65; An Improved Form of Government, 66–67; The Jamestown Colony Grows, 67–68; Plymouth Colony, 71–73; Overcoming Hardships in Plymouth, 73–74; Forming Massachusetts Bay Colony, 74–75; New Colonies Form Over Religious Differences, 76–78; The Towns of New England, 80–82; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Colonial Society, 77–84; Colonial Trade and Government, 85–88; Topic 2 Assessment (3. Analyze the Importance of the Virginia House of Burgesses), 117; (5. Explain the Growth of Representative Government), 117; (6. Explain the Significance of the Mayflower Compact), 117; (9. Analyze Mercantilism), 117; (11. Explain William Penn’s Role in the Development of Self-Government), 118; (13. Identify Economic Contributions of Women), 118; Primary Source: Mayflower Compact, 966–967</p>
<p>7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.</p>	
<ul style="list-style-type: none"> <li>➤ Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.</li> </ul>	<p><b>SE:</b> The First French, Dutch, and English Colonies, 56–68; The Middle Colonies, 83–91; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.</li> </ul>	<p><b>SE:</b> The Jamestown Colony Grows, 67–68; The Slave Trade Expands, 99–100; Society in Colonial Times, 102–104; Topic 2 Assessment (8. Explain the Transatlantic Slave Trade), 117</p>



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<ul style="list-style-type: none"> <li>➤ Student will examine Dutch contributions to American society including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.</li> </ul>	<p><b>SE:</b> European Rivalries, 57–58; The Dutch Establish New Netherland, 60–62; Seeking Religious Freedom 70–71; A Dutch Colony Becomes English, 84–85; Pennsylvania Becomes a Colony, 87–89</p>
<p>7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.</p>	
<ul style="list-style-type: none"> <li>➤ Students will describe the conditions of the Middle Passage.</li> </ul>	<p><b>SE:</b> Sailing Across the Middle Passage, 100</p>
<ul style="list-style-type: none"> <li>➤ Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.</li> </ul>	<p><b>SE:</b> For supporting material please see: The Transatlantic Slave Trade, 53–55; New France Is Colonized, 58–60; The Jamestown Colony Grows, 67–68; The Slave Trade Expands, 99–100; The Foundations of Representative Government, 114–116; Topic 2 Assessment (8. Explain the Transatlantic Slave Trade), 117; African Americans in the War, 164–166; Cotton Kingdom and Slavery, 390; Slavery in the South, 397–399; Resisting Slavery, 399–400</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York.</li> </ul>	<p><b>SE:</b> For supporting material please see: New France Is Colonized, 58–60; The Jamestown Colony Grows, 67–68; Two Regions Develop Differently, 96–99; The Slave Trade Expands, 99–100; Society in Colonial Times, 102–104; Early Reforms in the North, 408</p>
<ul style="list-style-type: none"> <li>➤ Within the context of New York history, students will distinguish between indentured servitude and slavery.</li> </ul>	<p><b>SE:</b> For supporting material please see: The Jamestown Colony Grows, 67–68; The Middle Colonies, 83–91</p>

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<p><b>7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)</b></p>	
<p>7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.</p>	
<ul style="list-style-type: none"> <li>➤ Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.</li> </ul>	<p><b>SE:</b> For supporting material please see: The French and Indian War, 122–129; Tensions with Britain, 130–140; Taking Up Arms, 141–152; Topic 3 Assessment (2. Analyze the Effect of Human Geographic Factors) &amp; (3. Analyze the Effects of Physical Geographic Factors), 173; 21<sup>st</sup> Century Skills: Read Special-Purpose Maps, 1027–1028</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.</li> </ul>	<p><b>SE:</b> Mercantilism and the English Colonies, 113; Trading Across the Atlantic, 113–114; Topic 2 Assessment (9. Analyze Mercantilism), 117; Mercantilism and Taxation Cause Resentment, 132–133; The Stamp Act Provokes Resistance, 134–136; The Townshend Acts Spark Rebellion, 136–137; The Boston Tea Party, 142–144; Topic 3 Assessment 5. Create a Written Presentation Describing the Townshend Acts), 173; (15. Identify a Colonial Grievance in the Declaration of Independence), 174</p>
<ul style="list-style-type: none"> <li>➤ Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.</li> </ul>	<p><b>SE:</b> A New World of Ideas, 109–111; The Foundations of Representative Government, 114–116; The Declaration of Independence, 155–157; Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 174</p>

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<p>7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.</p>	
<ul style="list-style-type: none"> <li>➤ Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification, and the influence of Haudenosaunee ideas in their development.</li> </ul>	<p><b>SE:</b> A Meeting in Albany, 126–127; Analyze Charts, 125</p>
<ul style="list-style-type: none"> <li>➤ Students will examine actions taken by the British including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.</li> </ul>	<p><b>SE:</b> Tensions with Britain, 130–140; Taking Up Arms, 141–152; Topic 3 Assessment (4. Analyze the Causes of the American Revolution), (5. Create a Written Presentation Describing the Townshend Acts), (6. Organize and Interpret Information from Reports), 173; (8. Analyze the Reasons For and Impact of Civil Disobedience), 174</p>
<ul style="list-style-type: none"> <li>➤ Students will compare British and colonial patriot portrayals of the Boston Massacre using historical evidence.</li> </ul>	<p><b>SE:</b> For supporting material please see: The Boston Massacre, 138–140; 21<sup>st</sup> Century Skills: Categorize, 1012–1013; Compare and Contrast, 1014; Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031</p>
<ul style="list-style-type: none"> <li>➤ Students will compare the proportions of loyalists and patriots in different regions of New York State.</li> </ul>	<p><b>SE:</b> For supporting material please see: Opposing Sides of War, 149–151; Assessment: Analyze Information, 152; Battles in the South, 167; Patriots and Loyalists Clash, 168; The War Is Won, 170–171</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.</li> </ul>	<p><b>SE:</b> The Battles of Lexington and Concord, 146–148</p>

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<p>7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s <i>Common Sense</i> had on colonial leaders in their debates on independence.</li> </ul>	<p><b>SE:</b> A New World of Ideas, 109–111; Thomas Paine’s <i>Common Sense</i>, 154; The Declaration of Independence, 155–157; Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 174; America Draws on Its Own Traditions, 194–196; New Amendments, 201–202; The Bill of Rights, 220–222; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the Declaration of Independence and the arguments for independence stated within it.</li> </ul>	<p><b>SE:</b> The Declaration of Independence, 155–157; Topic 3 Assessment (11. Identify Major Events, Including Drafting the Declaration of Independence), (12. Define and Give Examples of Unalienable Rights), (13. Identify the Colonial Grievances in the Declaration of Independence), (14. Explain the Issues Surrounding Declaring Independence), &amp; (15. Identify a Colonial Grievance in the Declaration of Independence), 174; Primary Sources: The Declaration of Independence, 964–965</p>
<p>7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Iroquois (Haudenosaunee) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1789) established the terms of peace.</p>	
<ul style="list-style-type: none"> <li>➤ Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.</li> </ul>	<p><b>SE:</b> The Battles of Lexington and Concord, 146–148; The Fighting Continues, 148–149; Opposing Sides at War, 149–151; The War Comes to Boston, 151–152; Winning Independence, 158–172</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.</li> </ul>	<p><b>SE:</b> Early Challenges for the Continental Army, 159–160; The Tide Turns for the Americans, 160–163</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.</li> </ul>	<p><b>SE:</b> The War Is Won, 170–171; Map Treaty of Paris, 1763, 170; Explaining the American Victory, 171–172</p>
<p><b>7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)</b></p>	
<p>7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.</p>	
<p>7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.</p>	
<ul style="list-style-type: none"> <li>➤ Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.</li> </ul>	<p><b>SE:</b> The Articles of Confederation, 179–180; Weaknesses of the Confederation, 181; An Orderly Expansion, 182–183; Economic Problems Lead to Change, 184; Drafting a Constitution, 185–190; Topic 4 Assessment (1. Explain the Articles of Confederation) &amp; (2. Summarize the Weaknesses of the Articles of Confederation), 230; Primary Source: Articles of Confederation, 967–972</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.</li> </ul>	<p><b>SE:</b> For supporting material please see: Each State Creates a Constitution, 179; State Government, 215–217; 21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 1015</p>
<p>7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.</li> </ul>	<p><b>SE:</b> Seven Basic Principles, 206–207; The Legislative Branch—Congress, 207–210; The Executive Branch—The President, 210–212; The Judicial Branch—The Supreme Court, 212–213; Preventing Abuse of Power, 214; State Government, 215–217; The Responsibilities of Local Government, 217–218; The Bill of Rights, 220–222; American Citizenship, 225–226; Topic 4 Assessment (5. Analyze the Principle of Checks and Balances), 230; (14. Analyze the Principle of Individual Rights), 231</p>
<ul style="list-style-type: none"> <li>➤ Students will examine how key issues were resolved during the Constitutional Convention including:</li> </ul>	<p><b>SE:</b> Drafting a Constitution, 185–190</p>
<ul style="list-style-type: none"> <li>• state representation in Congress (Great Compromise or bicameral legislature)</li> </ul>	<p><b>SE:</b> The Great Compromise, 188</p>
<ul style="list-style-type: none"> <li>• the balance of power between the federal and state governments (establishment of the system of federalism)</li> </ul>	<p><b>SE:</b> Disagreements Over a New Government, 186–187; Seven Basic Principles, 206–207; Preventing Abuse of Power, 214; Primary Sources: <i>The Federalist</i> No. 51, 983–985</p>
<ul style="list-style-type: none"> <li>• the prevention of parts of government becoming too powerful (the establishment of the three branches)</li> </ul>	<p><b>SE:</b> Seven Basic Principles, 206–207; The Legislative Branch—Congress, 207–210; The Executive Branch—The President, 210–212; The Judicial Branch—The Supreme Court, 212–213; Preventing Abuse of Power, 214; Primary Sources: <i>The Federalist</i> No. 51, 983–985</p>

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<ul style="list-style-type: none"> <li>• the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)</li> </ul>	<p><b>SE:</b> The Three-Fifths Compromise, 188–189</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the role of New York residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.</li> </ul>	<p><b>SE:</b> A Historic Convention, 186; The Federalists and the Antifederalists, 198–199; <i>The Federalist</i> No. 78, Alexander Hamilton, 986–989</p>
<p><b>7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)</b></p>	
<p>7.5a The Constitution outlined a federalist system of government that shares powers among the federal, state, and local governments.</p>	
<ul style="list-style-type: none"> <li>➤ Students will identify powers granted to the federal government and examine the language used to grant powers to the states.</li> </ul>	<p><b>SE:</b> Interactive Chart, Separation of Powers, 207; Seven Basic Principles, 206–207; The Legislative Branch—Congress, 207–210; The Executive Branch—The President, 210–212; The Judicial Branch—The Supreme Court, 212–213; Preventing Abuse of Power, 214; United States Constitution, 938–961</p>
<p>7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.</p>	
<ul style="list-style-type: none"> <li>➤ Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.</li> </ul>	<p><b>SE:</b> Interactive Chart, Separation of Powers, 207; Seven Basic Principles, 206–207; The Legislative Branch—Congress, 207–210; The Executive Branch—The President, 210–212; The Judicial Branch—The Supreme Court, 212–213; Preventing Abuse of Power, 214; Topic 4 Assessment (17. Write an essay on the Essential Question: How much power should the government have?), 231; United States Constitution, 938–961; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine how checks and balances work by tracing how a bill becomes a law.</li> </ul>	<p><b>SE:</b> Interactive Chart, Separation of Powers, 207; Seven Basic Principles, 206–207; Topic 4 Assessment (5. Analyze the Principle of Checks and Balances), 230; United States Constitution, Section 7. Revenue Bills, President's Veto, 943</p>
<ul style="list-style-type: none"> <li>➤ Students will identify the individual rights of citizens that are protected by the Bill of Rights.</li> </ul>	<p><b>SE:</b> The Bill of Rights, 220–222; Additional Amendments, 222–223; American Citizenship, 225–226; Topic 4 Assessment (14. Analyze the Principle of Individual Rights), 231</p>
<p>7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time with changes in the early 19th century making it more democratic.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the process for amending the constitution.</li> </ul>	<p><b>SE:</b> New Amendments, 201–202; Amending the Constitution, 219–223; Topic 4 Assessment (11. Summarize Amending the U.S. Constitution), 231</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the evolution of the unwritten constitution such as Washington’s creation of the presidential cabinet and the development of political parties.</li> </ul>	<p><b>SE:</b> The First American Presidency, 235–236; The Origin of Political Parties, 245–250; Topic 5 Assessment (1. Analyze the Leadership of George Washington) &amp; (3. Explain the Origin of Political Parties), 295; (21. Identify Points of View of Political Parties), 298</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the changes to the New York State Constitution and how they were made during the 19th century.</li> </ul>	<p><b>SE:</b> For supporting material please see: Each State Creates a Constitution, 179; State Government, 215–217</p>



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<p>7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in <i>Marbury v. Madison</i>, and the War of 1812 in terms of testing the strength of the Constitution.</li> </ul>	<p><b>SE:</b> Alexander Hamilton and the National Debt, 236–238; Creating a Stable Economy, 238–239; Landmark Supreme Court Cases, 258–260; The Louisiana Purchase, 260–263; Exploring the Louisiana Territory, 263–266; Madison and the War of 1812, 270–281; Topic 5 Assessment (5. Analyze the Responses of Congress and the President), 295; (10. Identify and Locate the Louisiana Purchase) &amp; (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297; (18. Explain the Economic Effects of the War of 1812), 298</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the Monroe Doctrine and its impact on foreign policy.</li> </ul>	<p><b>SE:</b> The Monroe Doctrine, 293–294; Topic 5 Assessment (8. Explain the Monroe Doctrine), 295</p>
<p><b>7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward. (Standards: 1, 3; Themes: ID, MOV, TCC, GEO)</b></p>	
<p>7.6a Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs such as Manifest Destiny and the need for resources increased westward expansion and settlement.</p>	
<ul style="list-style-type: none"> <li>➤ Students will compare and evaluate the ways by which Florida, Texas, and territories from the Mexican Cession were acquired by the United</li> </ul>	<p><b>SE:</b> Gaining Florida, 292; Topic 5 Assessment (7. Locate Regions in History), 295; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362; Topic 6 Assessment (13. Explain the Roots of Manifest Destiny), 364; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>

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<p>7.6b Westward expansion provided opportunities for some groups while harming others.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups such as the Mormons to move westward.</li> </ul>	<p><b>SE:</b> For supporting material please see: Canals Connect the Country, 335–336; Topic 6 Assessment (10. Analyze the Impact of Transportation Systems), 364</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the growth of suffrage for white men under Andrew Jackson.</li> </ul>	<p><b>SE:</b> Democracy Expands, 303–304; Jacksonian Democracy, 309–311; Topic 6 Assessment (7. Identify the Age of Jackson), 363; (9. Describe Expanded Suffrage), 364</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the conditions faced on the Trail of Tears by the Cherokee and the impact the removal had on their people and culture.</li> </ul>	<p><b>SE:</b> Southern Native Americans on the Trail of Tears, 328–330; Topic 6 Assessment (6. Analyze the Indian Removal Act), 363</p>
<ul style="list-style-type: none"> <li>➤ Students will examine examples of Native American resistance to the western encroachment including the Seminole Wars and Cherokee judicial efforts.</li> </ul>	<p><b>SE:</b> Native Americans and the Frontier, 324–325; Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330; Topic 6 Assessment (6. Analyze the Indian Removal Act), 363</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the ways in which westward movement had an impact on the lives of women and African Americans.</li> </ul>	<p><b>SE:</b> Westward Movement, 331–336; The Settling Oregon Country, 337–343</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the policies of New York State toward Native Americans at this time.</li> </ul>	<p><b>SE:</b> For supporting material please see: Ethnic Minorities in the North, 385–388</p>

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<p><b>7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV)</b></p>	
<p>7.7a The Second Great Awakening, which had a strong showing in New York, inspired reform movements.</p>	
<p>➤ Students will investigate examples of early 19th-century reform movements such as education, prisons, temperance, and mental health care, examining the circumstances that led to the need for reform.</p>	<p><b>SE:</b> Workers Respond to Challenges, 383–385; An Era of Reform, 402–403; Social Reform Movements, 403–405; The Impact of Educational Reform, 405–406; Topic 7 Assessment (11. Identify the Impact of Industrialization on Life) &amp; (12. Evaluate Educational Reform), 427</p>
<p>7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.</p>	
<p>➤ Students will examine ways in which enslaved Africans organized and resisted their conditions.</p>	<p><b>SE:</b> The Cotton Kingdom, 390–391; Southern African Americans, 395–397; Slavery in the South, 397–399; Resisting Slavery, 399–400; Abolitionism, 407–412; Topic 7 Assessment (8. Analyze Slavery’s Impact), 426; (13. Identify the Colonization Movement), 427</p>
<p>➤ Students will explore efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.</p>	<p><b>SE:</b> Abolitionism Gains Momentum, 409–411; Topic 7 Assessment (9. Describe the Contributions of Frederick Douglass), 426</p>
<p>➤ Students will examine the impact of Uncle Tom’s Cabin on the public perception of slavery.</p>	<p><b>SE:</b> A Novel Promotes Abolitionism, 411; A Book Sways the North Against Slavery, 438; Primary Source: <i>Uncle Tom’s Cabin</i>, Harriet Beecher Stowe, 993</p>
<p>➤ Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.</p>	<p><b>SE:</b> For supporting material please see: Early Opposition to Slavery, 408; Abolitionism Gains Momentum, 409–411</p>

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7.7c Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.	
<ul style="list-style-type: none"> <li>➤ Students will examine efforts of women to acquire more rights, including Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.</li> </ul>	<b>SE:</b> Early Calls for Women's Rights, 414; A Women's Movement Organizes, 415–416; Women Gain New Opportunities, 416–418; Topic 7 Assessment (5. Describe the Women’s Rights Movement), 426
<ul style="list-style-type: none"> <li>➤ Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.</li> </ul>	<b>SE:</b> A Women's Movement Organizes, 415–416; Topic 7 Assessment (5. Describe the Women’s Rights Movement), 426
7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to the protest the landownership system.	
<ul style="list-style-type: none"> <li>➤ Students will trace the Anti-Rent movement in New York State.</li> </ul>	<b>SE:</b> For supporting material please see: Economic Problems During Reconstruction, 511–512; Farming and the Economy, 544–545
<p><b>7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.</b> <b>(Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)</b></p>	
7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between States rights advocates and supporters of a strong federal government.	
<ul style="list-style-type: none"> <li>➤ Students will examine regional economic differences as they relate to industrialization.</li> </ul>	<b>SE:</b> The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South; 389–400; Topic 7 Assessment (11. Identify the Impact of Industrialization on Life), 427; 21 <sup>st</sup> Century Skills: Categorize, 1012

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7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.	
<ul style="list-style-type: none"> <li>➤ Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.</li> </ul>	<b>SE:</b> Conflicts and Compromises, 430–438; The Question of Slavery in Kansas and Nebraska, 440–441; Violent Clashes Over Slavery in Kansas, 441–442; Topic 8 Assessment (1. Identify Congressional Conflicts), 488
<ul style="list-style-type: none"> <li>➤ Students will examine growing sectional tensions including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party.</li> </ul>	<b>SE:</b> The Impact of the Dred Scott Case, 443–445; The Republican Party Challenges Other Parties, 445–446; Abraham Lincoln Leads the Republican Party, 446–447; Topic 8 Assessment (2. Explain the Significance of the Civil War) & (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488
7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.	
<ul style="list-style-type: none"> <li>➤ Students will examine both long- and short-term causes of the Civil War.</li> </ul>	<b>SE:</b> Division and the Outbreak of War, 450–460; Topic 8 Assessment (5. Explain How Sectionalism and States’ Rights Caused the Civil War), 488; (10. Explain the Constitutional Issues Regarding States’ Rights in the Civil War), 489; 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014
<ul style="list-style-type: none"> <li>➤ Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.</li> </ul>	<b>SE:</b> The Nation Moves Toward Civil War, 452–453; War Breaks Out, 453–456; Primary Source: "A House Divided," Abraham Lincoln, 993–994; <i>First Inaugural Address</i> , Abraham Lincoln, 994–995; 21 <sup>st</sup> Century Skills: Draw Conclusions, 1019–1020
<ul style="list-style-type: none"> <li>➤ Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.</li> </ul>	<b>SE:</b> For supporting material please see: Strengths and Weaknesses of the North and South, 457–459; Political Challenges in the North and South, 473–474

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<p>7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.</p>	
<ul style="list-style-type: none"> <li>➤ Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.</li> </ul>	<p><b>SE:</b> Strengths and Weaknesses of the North and South, 457–459; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the goals and content of Lincoln's Emancipation Proclamation.</li> </ul>	<p><b>SE:</b> The Emancipation Proclamation, 469–470; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488; Primary Source: <i>Emancipation Proclamation</i>, Abraham Lincoln, 995</p>
<ul style="list-style-type: none"> <li>➤ Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.</li> </ul>	<p><b>SE:</b> The Course of the War, 461–467; Soldiers Face the Horrors of War, 472–473; War Challenges and Fuels the Northern Economy, 475</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the enlistment of freed slaves and how it helped to change the course of the Civil War.</li> </ul>	<p><b>SE:</b> African Americans Fight Heroically for the Union, 470–472</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.</li> </ul>	<p><b>SE:</b> The Beginnings of a Long War, 462–465; The Battle of Gettysburg, 479–480; The Gettysburg Address, 481–482; Topic 8 Assessment (9. Explain the Battle of Gettysburg and Robert E. Lee's Role in It), 489; Primary Source: <i>Gettysburg Address</i>, Abraham Lincoln, 996; 21<sup>st</sup> Century Skills: Read Physical Maps, 1025–1026</p>
<p>7.8e The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the roles of women, civilians, and free African Americans during the Civil War.</li> </ul>	<p><b>SE:</b> African Americans Fight Heroically for the Union, 470–472; Contributions of Women to the War Effort, 477; Topic 8 Assessment (8. Identify the Social Contributions of Women to American Society), 488</p>

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<p>➤ Students will examine the aftermath of the war in terms of destruction, impact on population, and economic capacity by comparing impacts of the war on New York State and Georgia.</p>	<p><b>SE:</b> For supporting material please see: The Nation Begins a New Chapter, 486–487; Effects of the Civil War, 493–494; Topic 9 Assessment (5. Describe the Effects of the Civil War on the South), 519; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>
<p>➤ Students will explain how events of the Civil War led to the establishment of federal supremacy.</p>	<p><b>SE:</b> The Nation Moves Toward Civil War, 452–453; War Breaks Out, 453–456; Taking Sides, 456–457; The Emancipation Proclamation, 469–470; Contrasting Ideas of Liberty and Union, 483–485; The Nation Begins a New Chapter, 486–487; Topic 8 Assessment (2. Explain the Significance of the Civil War), 488; Primary Source: Debate Over Nullification, Webster and Calhoun, 991–992; 21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014</p>

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<b>New York State Social Studies Framework Grade 8: History of the United States and New York II</b>	<b>Pearson American History Middle Grades, ©2016</b>
<b>Grade 8</b>	
Grade 8 Social Studies is arranged chronologically beginning with the Reconstruction and ending at the present and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York history from the post-War period up to the present day providing the opportunity to explore contemporary issues. Teachers should note that some Key Ideas and concepts may require extra time or attention. In the grade 8 course, these include the Key Ideas 8.2 A Changing Society, 8.4 World War I and the Roaring 20s, 8.7 Foreign Policy, and 8.8 Demographic Change.	
<b>8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)</b>	
8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.	
<ul style="list-style-type: none"> <li>➤ Students will compare and contrast the differences between Reconstruction under Lincoln’s plan, Johnson’s plan, and congressional (Radical) Reconstruction.</li> </ul>	<b>SE:</b> Early Reconstruction, 492–498; Radical Reconstruction, 499–505; Reconstruction and Southern Society, 506–512; The Aftermath of Reconstruction, 513–518; 21 <sup>st</sup> Century Skills: Compare and Contrast, 1014
8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.	
<ul style="list-style-type: none"> <li>➤ Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.</li> </ul>	<b>SE:</b> The Impact of the Thirteenth Amendment, 497; The Impact of the Fourteenth Amendment, 501–502; The Impact of the Fifteenth Amendment, 504–505; Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment) & (8. Evaluate Legislative Reform Programs), 519; (13. Describe the Impact of the Fifteenth Amendment), 520
<ul style="list-style-type: none"> <li>➤ Students will examine the Freedmen’s Bureau’s purpose, successes, and the extent of its success.</li> </ul>	<b>SE:</b> Effects of the Civil War, 493–494; The Causes and Effects of Reconstruction, 494–495; Topic 9 Assessment (6. Evaluate the Impact of Economic and Social Problems on Freedmen), 519; 21 <sup>st</sup> Century Skills: Summarize, 1016



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<ul style="list-style-type: none"> <li>➤ Students will examine the impacts of the sharecropping system on African Americans.</li> </ul>	<p><b>SE:</b> Economic Problems During Reconstruction, 511–512; Topic 9 Assessment (15. Analyze Economic Problems in the South), 520</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the reasons for the migration of African Americans to the North.</li> </ul>	<p><b>SE:</b> New Legislation Restricts African American Rights, 515–516; Cities Expand Rapidly, 592–593; African Americans Face Discrimination, 617–618</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the rise of African Americans in government.</li> </ul>	<p><b>SE:</b> African Americans (in southern politics), 507; Topic 9 Assessment (3. Identify the Impact of African Americans Elected to Public Office), 519</p>
<p>8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.</p>	
<ul style="list-style-type: none"> <li>➤ Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.</li> </ul>	<p><b>SE:</b> New Legislation Restricts African American Rights, 515–516; Topic 9 Assessment (4. Evaluate Jim Crow Laws); (7. Describe the Effects of Laws Passed During Reconstruction), 519</p>
<ul style="list-style-type: none"> <li>➤ Students will explore the response of some Southerners to the increased rights of African Americans noting the development of organizations such as the Ku Klux Klan and White Leagues.</li> </ul>	<p><b>SE:</b> Conservatives Resist Reform, 508–509; Topic 9 Assessment (14. Describe the Effects of Reconstruction), 520</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.</li> </ul>	<p><b>SE:</b> New Legislation Restricts African American Rights, 515–516; 21<sup>st</sup> Century Skills: Draw Inferences, 1018–1019</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the effects of the <i>Plessy v. Ferguson</i> ruling.</li> </ul>	<p><b>SE:</b> New Legislation Restricts African American Rights, 515–516; Lesson Assessment: Analyze Information, 518</p>

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<p><b>8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)</b></p>	
<p>8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation’s largest city and other New York cities experienced growth at this time.</p>	
<p>➤ Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.</p>	<p><b>SE:</b> Factories Come to America, 370–373; Daily Life in Factory Towns, 373–375; Cities Expand, 375–377; Workers Respond to Challenges, 383–385; Ethnic Minorities in the North, 385–388; 21<sup>st</sup> Century Skills: Draw Conclusions, 1019–1020</p>
<p>➤ Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.</p>	<p><b>SE:</b> The Immigrant Experience in America, 587–589; Nativist Opposition, 589–590; City Neighborhoods Defined by Status, 593–594; The Mexican-American Experience, 618–620; Blocking Asian Immigration, 620–621; Topic 11 Assessment (2. Describe Immigrant Optimism), 633; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>
<p>8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.</p>	
<p>➤ Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth.</p>	<p><b>SE:</b> For supporting material please see: Industry and Corporations, 557–564; New Technologies, 572–578; The Growth of Cities, 1850–1920, 592; City Neighborhoods Defined by Status, 593–594; 21<sup>st</sup> Century Skills: Draw Conclusions, 1019–1020</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine the living conditions in urban areas with a focus on increasing population density and the impact this growth had on the social, cultural, and economic lives of people.</li> </ul>	<p><b>SE:</b> City Neighborhoods Defined by Status, 593–594; Effects of Rapid Urbanization, 594–595; The Settlement House Movement, 595–596; Changes and Challenges in City Life, 624–625; Topic 11 Assessment (4. Analyze Social Issues Affecting Urbanization), 633</p>
<p>8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine nativism and anti-immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement, and immigration legislation of the 1920s.</li> </ul>	<p><b>SE:</b> Nativist Opposition, 589–590; Blocking Asian Immigration, 620–621; Topic 11 Assessment (3. Explain the Effects of the Chinese Exclusion Act), 633; Tensions Divide Americans, 725–727; Topic 13 Assessment (7. Evaluate Nativism), 756</p>
<ul style="list-style-type: none"> <li>➤ Students will explore the growth and impacts of child labor and sweatshops.</li> </ul>	<p><b>SE:</b> Changing Working Conditions, 566; The Triangle Fire, 569; President Taft, 609</p>
<ul style="list-style-type: none"> <li>➤ Students will explore the development of political machines, including Boss Tweed and Tammany Hall.</li> </ul>	<p><b>SE:</b> Gilded Age Politics, 598–599</p>
<p>8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World.</li> </ul>	<p><b>SE:</b> The Rise of the People’s Party in the West, 545–546; The Labor Movement, 565–571; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 580; The Downside of the 1920s, 722–723; 21<sup>st</sup> Century Skills: Categorize, 1012</p>
<ul style="list-style-type: none"> <li>➤ Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers’ Union strike.</li> </ul>	<p><b>SE:</b> Workers Organize Unions, 566–568; Women in the Workplace, 568–570; Labor Faces Challenges, 570–571; 21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 1015</p>

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<p>8.2e Progressive era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women’s rights and the suffrage movement and spurred the creation of government reform policies.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the Populist Party as a reform effort by farmers in response to industrialization.</li> </ul>	<p><b>SE:</b> The Rise of the People's Party in the West, 545–546</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual’s work and the actions that individual took or recommended to address those issues.</li> </ul>	<p><b>SE:</b> Effects of Rapid Urbanization, 594–595; The Settlement House Movement, 595–596; New Opportunities Arise, 615–616; African Americans Face Discrimination, 617–618; Topic 11 Assessment (8. Explain the Impact of Upton Sinclair), 634; (11. Compare W.E.B. Du Bois and Booker T. Washington), 634; Silencing Opposition, 679–680; Analyze Graphs: The Harlem Renaissance, 719; A Black Nationalist Leader, 726–727; 21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 1015; Summarize, 1016</p>
<ul style="list-style-type: none"> <li>➤ Students will explore leaders and activities of the temperance and woman’s suffrage movements.</li> </ul>	<p><b>SE:</b> Democracy Expands, 303–304; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; The Impact of the Temperance Movement, 404–405; Women in the Workplace, 568–570; The Path to Women's Suffrage, 613; The Nineteenth Amendment, 614; Fighting for Prohibition, 616–617; Topic 11 Assessment (12. Explain the Importance of the Nineteenth Amendment), 634; Changes in Women's Lives, 708–710</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate the Triangle Shirtwaist Fire and the legislative response.</li> </ul>	<p><b>SE:</b> The Triangle Fire, 589–590; 21<sup>st</sup> Century Skills: Analyze Primary and Secondary Sources, 1029–1030</p>

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<ul style="list-style-type: none"> <li>➤ Students will examine state and federal government responses to reform efforts including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.</li> </ul>	<p><b>SE:</b> Changing Working Conditions, 566; Amending the Constitution, 603–604; Protecting Competition, 611; Overseeing the War Effort, 676–677; Seeking Reform, 615–616; The Fair Deal, 813–814</p>
<p><b>8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy. (Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO)</b></p>	
<p>8.3a Continued westward expansion contributed to increased conflicts with Native Americans.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the impact of the transcontinental railroad on the movement toward westward expansion.</li> </ul>	<p><b>SE:</b> The Railroad Encourages Economic Growth, 527–529; Building a National Network of Rails, 529–532; Railroads Build a Nation, 533–534</p>
<ul style="list-style-type: none"> <li>➤ Students will examine examples of Native American resistance to the western encroachment including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.</li> </ul>	<p><b>SE:</b> Hardships for Native Americans, 547–556; Topic 10 Assessment (5. Explain Plains Indian Ways of Life), 579; (7. Identify the Effects of the Dawes Act), 580</p>
<ul style="list-style-type: none"> <li>➤ Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans’ various responses to these policies.</li> </ul>	<p><b>SE:</b> For supporting material please see: Hardships for Native Americans, 547–556; Discrimination Against American Indians, 621–622; American Indians, 753; 21<sup>st</sup> Century Skills: Draw Inferences, 1018–1019; Compare Viewpoints, 1030–1031</p>

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8.3b The Spanish-American War contributed to the rise of the United States as an imperial power.	
<ul style="list-style-type: none"> <li>➤ Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS <i>Maine</i>.</li> </ul>	<b>SE:</b> War Fever, 651–652; 21 <sup>st</sup> Century Skills: Draw Inferences, 1018–1019; Identify Bias, 1031–1032
<ul style="list-style-type: none"> <li>➤ Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.</li> </ul>	<b>SE:</b> The Spanish-American War, 652–654; Becoming A Colonial Power, 654–656; Topic 12 Assessment (1. Explain the Motivation Behind Imperialism), (3. Identify the Economic Reasons That Drew the U.S. Into the Spanish-American War) & (4. Explain How the Spanish-American War Was a Turning Point), 695; 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014
8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.	
<ul style="list-style-type: none"> <li>➤ Students will assess the events surrounding the annexation of Hawaii.</li> </ul>	<b>SE:</b> American Influence in the Pacific, 643–645
<ul style="list-style-type: none"> <li>➤ Students will examine the purpose and impact of the Open Door Policy.</li> </ul>	<b>SE:</b> Competition for Chinese Trade, 646–647; Topic 12 Assessment (2. Describe the Open Door Policy), 695
8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.	
<ul style="list-style-type: none"> <li>➤ Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.</li> </ul>	<b>SE:</b> The Panama Canal, 658–659; Intervention in Latin America 660–661; Topic 12 Assessment (6. Explain Expansionist Policies), 695

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<p><b>8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)</b></p>	
<p>8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.</p>	<p><b>SE:</b> The Age of Imperialism, 641–643; The Buildup to War, 665–666; The Crisis Begins, 666–667; Topic 12 Assessment (1. Explain the Motivation Behind Imperialism), 695</p>
<p>8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.</p>	
<p>➤ Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.</p>	<p><b>SE:</b> The Crisis Begins, 666–667; The United States Tries to Stay Neutral, 669–671; The U.S. Moves Toward War, 673–674; Topic 12 Assessment (7. Identify the Causes of World War I), (8. Sequence the Events Leading to World War I), (10. Identify Why the U.S. Entered World War I) &amp; (12. Identify the U.S. Entry Into World War I As Turning Point), 695</p>
<p>➤ Students will examine examples of war propaganda and its impact on support for United States involvement in the war.</p>	<p><b>SE:</b> The U.S. Moves Toward War, 673–674; Preparing for War, 675–676; Topic 12 Assessment (9. Analyze Issues of U.S. Involvement in World War I), 695</p>
<p>➤ Students will examine the restrictions placed on citizens after United States entry into the war including the Espionage Act (1917) and the Sedition Act (1918).</p>	<p><b>SE:</b> Overseeing the War Effort, 676–677; Americans on the Home Front, 677–680; Topic 12 Assessment (11. Describe the Economic Effects of World War I), 695</p>

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8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.	
<ul style="list-style-type: none"> <li>➤ Students will examine impacts of the changes in military technologies used during World War I including trench warfare, chemical weapons, machine guns, and aircraft.</li> </ul>	<b>SE:</b> Trench Warfare Leads to Stalemate, 667–669; Allied Setbacks, 682–683; American Forces in France, 683–685; Allied Victory, 685–686; The Costs of War, 686–687
8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.	
<ul style="list-style-type: none"> <li>➤ Students will examine Wilson’s Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.</li> </ul>	<b>SE:</b> Wilson’s Fourteen Points, 689–690; The Paris Peace Conference, 690–692; Wilson Fights for the Treaty of Versailles, 692–694; Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points) & (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Primary Source: <i>The Fourteen Points</i> , Woodrow Wilson, 1001
8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.	
<ul style="list-style-type: none"> <li>➤ Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.</li> </ul>	<b>SE:</b> Changes in Women’s Lives, 708–710; Topic 13 Assessment (2. Analyze the Causes and Effects of the Changing Roles of Women), 756
<ul style="list-style-type: none"> <li>➤ Students will examine the reasons for and impact of prohibition on American society.</li> </ul>	<b>SE:</b> The Noble Experiment, 707–708
<ul style="list-style-type: none"> <li>➤ Students will examine examples of World War I and postwar race relations such as the East St. Louis riots, the Silent March, and the Tulsa riots.</li> </ul>	<b>SE:</b> Cultural Clashes, 723–724; Tensions Divide Americans, 725–727; Topic 13 Assessment (7. Evaluate Nativism), 756



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<ul style="list-style-type: none"> <li>➤ Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.</li> </ul>	<p><b>SE:</b> The Automobile Changes America, 710–712; A New National Culture, 712–713; Trends of the 1920s, 715–717; A New Generation of Writers, 717–718; The Harlem Renaissance, 718–720; Topic 13 Assessment (3. Identify the Effects of Technological Innovations), (4. Analyze the Causes and Effects of Cultural Change) &amp; (5. Evaluate the Impact of the Harlem Renaissance), 756; Primary Sources: Two Poems: Langston Hughes, 1001–1002</p>
<p><b>8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)</b></p>	
<p>8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.</li> </ul>	<p><b>SE:</b> The Downside of the 1920s, 722–723; Causes of the Crash, 723–724; Topic 13 Assessment (1. Identify the Causes of the Great Depression), 756</p>
<p>8.5b The Great Depression and the Dust Bowl affected American businesses and families.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying impacts based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression.</li> </ul>	<p><b>SE:</b> The Great Depression Sets In, 730–731; Life During the Great Depression, 732–733; The President Responds, 733–735; The Depression Affects Women, 750; African Americans During the Depression, 751–752; Other Americans Weather the Depression, 752–753; Topic 13 Assessment (10. Identify the Effects of Unemployment), 756</p>
<ul style="list-style-type: none"> <li>➤ Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.</li> </ul>	<p><b>SE:</b> The Dust Bowl, 749–750, Lesson Assessment: Identify Cause and Effect, 567</p>

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<p>8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.</p>	
<p>➤ Students will identify key programs adopted under the New Deal and including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.</p>	<p><b>SE:</b> Seeking Relief and Recovery, 738–740; Reforming the Economy, 740–743; Supporting Workers and the Elderly, 743–744; Critics Attack the New Deal, 744–745; Evaluating the New Deal, 746–747; Topic 13 Assessment (11. Compare Examples of Effective Leadership), (13. Identify the Continuing Effect of Social Security) &amp; (15. Evaluate the Impact of New Deal Agencies), 757</p>
<p><b>8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)</b></p>	
<p>8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.</p>	
<p>➤ Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.</p>	<p><b>SE:</b> Political Changes in Italy and Germany, 761–763; Totalitarian Soviet Union and Militarist Japan, 763–764; The Beginnings of War, 767–769; Germany Attacks France and Britain, 769–770; Topic 14 Assessment (1. Identify the Rise of Italian Fascist Dictatorship), (2. Analyze and Interpret a Speech) &amp; (3. Identify the Rise of Japanese Militarism), 794</p>

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<p>8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine American involvement in World War II including the American strategy in the Pacific and the invasion of Normandy on D-Day.</li> </ul>	<p><b>SE:</b> Isolationism in the United States, 764–765; The United States Assists the Allies, 770–772; The United States Declares War, 773–774; The Allies Agree on a Strategy, 784–786; Germany's Defeat, 787–788; Japan Surrenders, 788–791; Topic 14 Assessment (5. Evaluate the International Leadership of Franklin D. Roosevelt), (6. Identify the Attack on Pearl Harbor) &amp; (12. Analyze the Normandy Invasion), 794; (13. Analyze Fighting on Multiple Fronts), 795</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the role of the Tuskegee Airmen within the segregated military during World War II.</li> </ul>	<p><b>SE:</b> Tuskegee Airmen, 789</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate the impact of the war on the American economy and day-to-day life.</li> </ul>	<p><b>SE:</b> Mobilizing for War, 776–777; Topic 14 Assessment (7. Explain the Purchase of War Bonds), (8. Explain Rationing on the Home Front) &amp; (11. Describe Home Front Opportunities), 794</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the decision in <i>Korematsu v. United States</i> (1944) to intern Japanese Americans in light of perceived national security concerns versus constitutional rights.</li> </ul>	<p><b>SE:</b> Problems for Other Americans at Home, 780–781; Topic 14 Assessment (9. Analyze the Internment of Americans) &amp; (10. Explain Constitutional Issues), 794</p>
<ul style="list-style-type: none"> <li>➤ Student will examine the role of New Yorkers in World War II, focusing on local institutions such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.</li> </ul>	<p><b>SE:</b> For supporting material please see: Mobilizing for War, 776–777; The Allies Agree on a Strategy, 784–786</p>

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<p>8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization and the protection of human rights.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the role of air power by the allies, including the use of the atomic bombs in Hiroshima and Nagasaki.</li> </ul>	<p><b>SE:</b> Mobilizing for War, 776–777; Japan Surrenders, 788–791; Topic 14 Assessment (15. Describe the Advancement Through the Pacific Islands) &amp; (16. Explain Turning Points in World War II), 795</p>
<ul style="list-style-type: none"> <li>➤ Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.</li> </ul>	<p><b>SE:</b> The Devastation of World War II, 791–793; Primary Source: <i>Anne Frank: The Diary of a Young Girl</i>, Anne Frank, 1003–1004</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the structure and work of the United Nations.</li> </ul>	<p><b>SE:</b> Postwar Alliances, 802–803; Topic 16 Assessment (14. Evaluate Pros and Cons), 889; Primary Source: Charter of the United Nations, 1004–1005</p>
<p><b>8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.</b> <b>(Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</b></p>	
<p>8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.</p>	
<ul style="list-style-type: none"> <li>➤ Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.</li> </ul>	<p><b>SE:</b> The Causes of the Cold War, 799–800; Postwar Alliances, 802–803</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the term <i>nuclear superpower</i> and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.</li> </ul>	<p><b>SE:</b> Détente, 853–854; Cold War Arms Buildup and SALT I and II, 853; Topic 15 Assessment (14. Explain Détente), 857; The End of Détente, 871–872; A Post-Cold War World, 878–879; Topic 16 Assessment (1. Identify Cause and Effect) &amp; (3. Evaluate International Treaties), 888</p>

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<p>8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.</li> </ul>	<p><b>SE:</b> The Aftermath of War, 800–802; War on the Korean Peninsula, 805–806; The Fighting Ends, 806–808; Communist Cuba, 837–839; Reform and Progress, 839–841; The Vietnam War Begins, 843–845; Nixon Addresses Vietnam, 851–852; Topic 15 Assessment (2. Describe the Marshall Plan) &amp; (4. Explain Outcomes), 856; (9. Explain Outcomes) &amp; (11. Analyze the Aftermath of the Vietnam War), 857</p>
<p>8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the changing relationships between the United States and foreign countries such as:</li> </ul>	<p><b>SE:</b> A Cold War Around the Globe, 808–810; Foreign Policy Decreases Tension, 852–854; Democratic Gains Around the World, 879–881</p>
<ul style="list-style-type: none"> <li>➤ China beginning in 1950</li> </ul>	<p><b>SE:</b> War on the Korean Peninsula, 805–806; The Fighting Ends, 806–808; Foreign Policy Decreases Tension, 852–854; Democratic Gains Around the World, 879–881</p>
<ul style="list-style-type: none"> <li>➤ Afghanistan beginning in the 1980s</li> </ul>	<p><b>SE:</b> Opposing the Soviet Union in Afghanistan, 871–872; The War in Afghanistan, 894–895; Topic 17 Assessment (2. Identify the Causes and Effects of the War in Afghanistan), 934</p>
<ul style="list-style-type: none"> <li>➤ Russia beginning in 1990</li> </ul>	<p><b>SE:</b> Challenges in Russia and Eastern Europe, 881–882; Topic 16 Assessment (8. Identify Turning Points), 889</p>
<ul style="list-style-type: none"> <li>➤ Middle East (Israel, Palestine, Iran, Kuwait, Iraq)</li> </ul>	<p><b>SE:</b> President Carter's Administration, 861–863; Conflict in the Middle East, 884–887; Topic 16 Assessment (2. Analyze the Camp David Accords), 888; (9. Evaluate Dealings with Iran and the Contras) &amp; (15. Identify the Causes and Effects of the Persian Gulf War), 889; The Iraq War, 895–897; Unrest in Southwest Asia and North Africa, 901–903</p>

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<ul style="list-style-type: none"> <li>➤ Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico</li> </ul>	<p><b>SE:</b> President Clinton Turns Toward the Center, 866–869; Democratic Gains Around the World, 879–881; Intervention in Latin America, Africa, and Europe, 882–884; Topic 16 Assessment (11. Evaluate NAFTA), 889</p>
<ul style="list-style-type: none"> <li>➤ European Union countries</li> </ul>	<p><b>SE:</b> Opposing the Spread of Nuclear Weapons, 900–901; A Worldwide Economy Develops, 906–909</p>
<p>8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the terrorist attack of September 11, 2001, its impact on national security and the United States responses to it including the USA Patriot Act, the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.</li> </ul>	<p><b>SE:</b> The United States Responds to an Attack, 893–895; The Iraq War, 895–897; The Continuing Challenges of Jihadism, 897–898; Topic 17 Assessment (3. Explain the Significance of 2001 As a Turning Point), 934</p>
<p>8.7e Increased globalization has led to increased economic interdependence and competition.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce.</li> </ul>	<p><b>SE:</b> President Clinton Turns Toward the Center, 866–869; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–910; A Weak Recovery, 911–913; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations) &amp; 5. Identify the Impact of Globalization), 934</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the role of multinational corporations and their influence on the world economy.</li> </ul>	<p><b>SE:</b> A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–910; A Weak Recovery, 911–913</p>

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<p><b>8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources. (Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)</b></p>	
<p>8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.</p>	
<ul style="list-style-type: none"> <li>➤ Students will explore the short-term and long-term impacts of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.</li> </ul>	<p><b>SE:</b> Postwar Prosperity, 813–815; <b>SE:</b> Life in the 1950s, 815–818</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the impacts of suburbanization, including urban decay, suburban growth, and diminished availability of farmland both nationally and within New York State.</li> </ul>	<p><b>SE:</b> Life in the 1950s, 815–818</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.</li> </ul>	<p><b>SE:</b> Life in the 1950s, 815–818; Topic 15 Assessment (5. Analyze Migration Patterns), 856</p>
<p>8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.</p>	
<ul style="list-style-type: none"> <li>➤ Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.</li> </ul>	<p><b>SE:</b> For supporting material please see: A New Wave of Immigration, 584–590; Social Change, 929–932; America's Promise, 932–933; Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935</p>
<ul style="list-style-type: none"> <li>➤ Students will examine the debates over and the effects of immigration legislation, including recent debates over immigration policy.</li> </ul>	<p><b>SE:</b> Social Change, 929–932; America's Promise, 932–933; Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935</p>

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8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.	
<ul style="list-style-type: none"> <li>➤ Students will explore the impact of pollution, industrialization and population growth on the environment such as urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).</li> </ul>	<b>SE:</b> For supporting material please see: Responding to Environmental Challenges, 915–918; Topic 17 Assessment (8. Identify Point of View), 935; Primary Source: <i>Silent Spring</i> , Rachel Carson, 1007
<b>8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)</b>	
8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society and eventually brought about equality under the law but slower progress on economic improvements.	
<ul style="list-style-type: none"> <li>➤ Students will compare and contrast the strategies used by civil rights activists such as Thurgood Marshall, Rosa Parks, Martin Luther King Jr., and Malcolm X.</li> </ul>	<b>SE:</b> The Montgomery Bus Boycott, 823–825; The Crusade for Equality Continues, 826–829; Topic 15 Assessment (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 857; Primary Source: "I Have a Dream," Martin Luther King, Jr., 1008; "Letter from Birmingham Jail," Martin Luther King, Jr., 1008–1009
<ul style="list-style-type: none"> <li>➤ Students will explain the significance of key civil rights victories including President Truman's desegregation of the military, <i>Brown v. Board of Education of Topeka</i> (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.</li> </ul>	<b>SE:</b> The Legal Struggle for Equality, 821–823; Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education of Topeka</i> ), 857
<ul style="list-style-type: none"> <li>➤ Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.</li> </ul>	<b>SE:</b> Getting Results, 829



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8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.	
<ul style="list-style-type: none"> <li>➤ Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.</li> </ul>	<b>SE:</b> Other Minorities Fight for Equality, 830–833; The Women's and Gay Rights Movements, 833–835; Social Change, 929–932
<ul style="list-style-type: none"> <li>➤ Students will examine judicial actions taken to protect individual rights, such as <i>Miranda v. Arizona</i> (1966) and <i>Tinker v. Des Moines School District</i> (1969).</li> </ul>	<b>SE:</b> The Legal Struggle for Equality, 821–823; Social Change, 929–932
8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.	
<ul style="list-style-type: none"> <li>➤ Students will explain the difference between Medicare and Medicaid.</li> </ul>	<b>SE:</b> Johnson's Great Society, 841–843
<ul style="list-style-type: none"> <li>➤ Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.</li> </ul>	<b>SE:</b> Protests at Home, 846–848
8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.	
<ul style="list-style-type: none"> <li>➤ Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.</li> </ul>	<b>SE:</b> The Reagan and Bush Presidencies, 864–866; Topic 16 Assessment (6. Evaluate Reaganomics), 889
8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.	
<ul style="list-style-type: none"> <li>➤ Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.</li> </ul>	<b>SE:</b> For supporting material please see: A Networked World, 921–923; America's Promise, 932–933; Topic 17 Assessment (9. Explain the Impact of Technological Innovations), 935