

GRADE 4

Local History and Local Government

The grade 4 social studies core curriculum:

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

FOCUS QUESTIONS

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

Content Understandings

Native American Indians of New York State

Native American Indians were the first inhabitants of our local region and State.

The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquians were the first inhabitants of our State.

The Iroquois and Algonquians met their basic needs of food, clothing, and shelter in what is now New York State.

Geographic factors and the environment shaped Native American Indian settlement patterns.

Native American Indians who lived in our community and State have achieved significant accomplishments and made important contributions.

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

Explorers from France, England, and the Netherlands came to what is now New York State in a search for an all-water route to Asia through North America.

European exploration had social/cultural, economic, political, and geographic impacts on the Americas.

The slave trade carried enslaved people from Africa to the thirteen colonies; slaves did many of the same jobs as European colonists and free African Americans.

Many different groups of people from all over the world migrated to our local region and State.

Colonial and Revolutionary periods

Dutch, English, and French colonists made lasting cultural contributions that helped shape our community, local region, and State.

The social/cultural, political, economic, and scientific/technological life in the colonies changed over time.

Everyday life in colonial New York was different from everyday life today.

The colonists depended on and modified their physical environments.

In colonial New York, the New York Assembly was elected by some New Yorkers, but governors were appointed by the British government.

Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?

In our local region and State, there were many different ways of making a living during colonial times.

There were social, political, and economic causes of the American Revolution.

Many individuals and groups made important contributions to colonial life.

The Revolutionary War in New York State

New York State's location and its relationship to the locations of other people and places meant that New York would play a key role in the American Revolution.

New York's waterways played a vital role in Britain's plans to capture New York; several key battles of the Revolution were fought along New York's rivers and lakes.

The American Revolution had a lasting effect on the power of the Iroquois League.

The Battle of Saratoga was a turning point in the American Revolution.

Not all colonist held the same viewpoint regarding the struggle against Great Britain.

The leaders of the American Revolution came from all walks of life and regions of the thirteen colonies.

The American Revolution had a lasting impact on New York.

The new nation

The foundations for American democracy and the new government can be traced to the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.

The Bill of Rights lists the fundamental rights that belong to the people.

Many individuals and groups helped to strengthen democracy in the United States.

The traditions of people from a variety of groups and backgrounds played important roles in establishing the roots of American culture.

Shared values, practices, and traditions unite all Americans.

Industrial growth and expansion

During the 1800s, new inventions changed the ways Americans traveled and communicated with each other.

In the late 1800s and early 1900s, the number of immigrants coming to New York State and the United States increased dramatically.

People migrated to the United States for such reasons as poverty, hunger, and/or a lack of freedom in their homelands.

Immigrants made important contributions to New York State and the United States of America.

The Industrial Revolution significantly changed the way goods were made, and services delivered.

There were many geographic reasons why New York State became a leading manufacturing center.

Urbanization: economic, political, and social impacts

After World War II, thousands of people moved from rural areas to the urban areas of New York State.

The people of New York State are economically interdependent.

The labor movement struggled to improve working conditions for children and adults.

Government

The basic democratic values of American democracy include an understanding of the following concepts: *individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.*

The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Purposes of government

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

Local and State governments

New York State and local governments include executive, legislative, and judicial branches.

Democracy, power, and citizenship are key terms and concepts related to government.

The United States Constitution and the Constitution of the State of New York with their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.

People elect and/or appoint leaders who make, enforce, and interpret laws.

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.

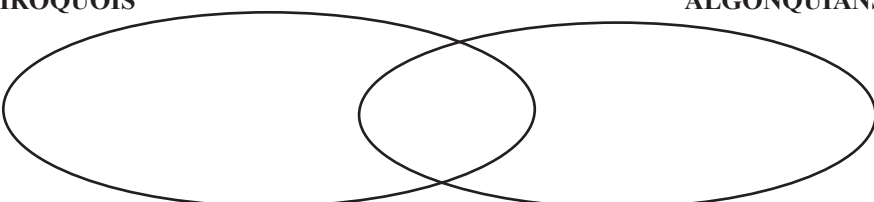
Citizenship includes rights and responsibilities that apply to the classroom, school, home, and local community.

Effective, informed citizenship involves duties such as *voting, jury service*, and other service to the local community.

Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Native American Indians of New York State

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

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

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

Interdisciplinary Connections



SCIENCE

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

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



PHYSICAL EDUCATION

Have students play Iroquois games.

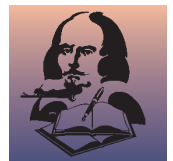


ARTS

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

ENGLISH LANGUAGE ARTS

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



Suggested Documents and Other Resources Selected by New York State Teachers

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

Trade Books:

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

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

Professional Books:

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

Magazines:

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

Newspaper:

New York State Weekly

Videos:

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

Possible Native American Indian Field Trips:

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

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

Using the Internet

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

New York State Museum-Iroquois Village

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

People of the Longhouse exhibit at Royal Ontario Museum

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

The Oneida Nation

<http://www.onondaganationschool.org>

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

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

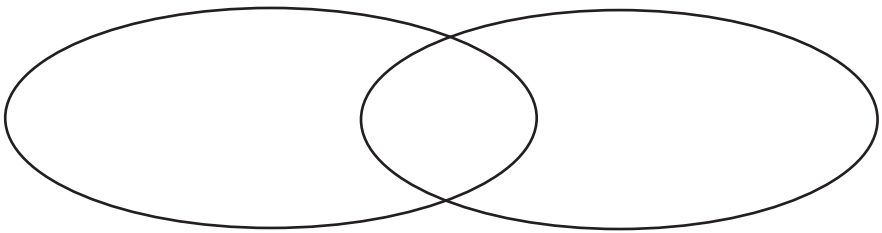
<http://www.silvercreek.wnyric.org/>

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

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

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

Standard □	Concepts/ Themes □	CONNECTIONS □																
World History Geography	Change Culture	<p>Classroom Activities</p> <p>Have students read “America, 1492” and “Explorers” from Kids Discover. Discuss with the class.</p> <p>Distribute physical maps of New York State and ask students to map the routes of Champlain, Hudson, and Verrazano.</p> <ul style="list-style-type: none"> • Who were the explorers of New York? • Why did these men make the voyages and what were the impacts of their travels? <p>Have students prepare a mock interview of the explorers of New York State. Questions about country of origin, area of exploration, and dates and significance of the journey should be included. Help students make a class chart of information gathered.</p> <p>Assign a project such as creating murals depicting ships that were used by explorers and the lands they explored. Have students include flags from the explorers’ countries of origin.</p> <p>Discuss sailing vessels and navigation instruments used by the explorers. Have students construct a model or large diagram of Hudson’s <i>Half Moon</i>.</p> <p>Have students read Hudson’s log entries and draw a picture of what the land along the Hudson River looked like to him.</p> <p>Ask students to map places or structures in New York State that are named for explorers (e.g., Hudson River, Verrazano Narrows Bridge, Lake Champlain).</p> <p>Have students create a cultural diffusion chart showing crops, diseases, and technologies that were exchanged.</p> <p style="text-align: center;">CULTURAL DIFFUSION</p> <table border="1" data-bbox="462 1629 1507 1808"> <thead> <tr> <th></th> <th>Europe</th> <th>The Americas</th> <th>Africa</th> </tr> </thead> <tbody> <tr> <td>Crops</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Diseases</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Technologies</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Europe	The Americas	Africa	Crops				Diseases				Technologies			
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Standard □	Concepts/ Themes □	CONNECTIONS □
		<p>Draw a large Venn diagram on the chalkboard and have students use it to compare slaves and indentured servants.</p> <ul style="list-style-type: none"> • What impact did the slave trade have on the colonies? • What ethnic groups migrated to New York? <div style="text-align: center;"> <p>INDENTURED SIMILARITIES SLAVES SERVANTS</p>  </div> <p>Have students write diary entries as slaves or indentured servants.</p> <p>Suggest that students list natural resources identified or logged by the explorers, and describe uses for these resources.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • At the beginning of this unit, review the explorations of the Vikings and Columbus. • You may wish to limit your selection of explorers to those who visited New York. • Continue the class timeline.

Interdisciplinary Connections



MATHEMATICS

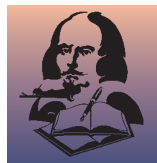
Have students use a scale of miles to calculate the distances explorers traveled.

SCIENCE

Have students investigate the navigation instruments used by early explorers.

ENGLISH LANGUAGE ARTS

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



ARTS

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



Suggested Documents and Other Resources Selected by New York State Teachers

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

Trade Books:

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

Newspapers:

New York State Weekly

Magazines:

Kids Discover, "America 1492" and "Explorers"

Professional Books:

Social Studies Through Children's Literature by Anthony Fredericks

Teacher Resources:

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

Using the Internet

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

Early navigation methods

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

Voyage of Exploration: Discovering New Horizons

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

Henry Hudson's *Half Moon*

<http://www.newnetherland.org>

New Netherlands Museum, Albany

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

Hudson River Maritime Museum

<http://www.nnp.org>

New Netherlands Project – primary sources

Colonial and Revolutionary Periods

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

Standard <input type="checkbox"/>	Concepts/ Themes <input type="checkbox"/>	CONNECTIONS								
History of the United States and New York	Change Culture Empathy Needs and Wants	<p>Classroom Activities</p> <p>Have students label and color maps of land claims in New York during the colonial period.</p> <ul style="list-style-type: none"> • Where were the Dutch, English, and French land claims in New York? <p>Have students label and color a map of the 13 English colonies.</p> <p>Have students write newspaper articles about important events in New Netherlands.</p> <p>Have students make a graphic organizer to show where colonists in New York came from and what their reasons were for coming.</p> <ul style="list-style-type: none"> • What were the social, cultural, economic, religious, and political characteristics of Dutch and English colonies? <table border="1" data-bbox="493 1255 1515 1629"> <thead> <tr> <th data-bbox="493 1255 717 1318">Colonial Power</th> <th data-bbox="717 1255 1515 1318">Reason for Coming to the Americas</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 1318 717 1419"></td> <td data-bbox="717 1318 1515 1419"></td> </tr> <tr> <td data-bbox="493 1419 717 1520"></td> <td data-bbox="717 1419 1515 1520"></td> </tr> <tr> <td data-bbox="493 1520 717 1629"></td> <td data-bbox="717 1520 1515 1629"></td> </tr> </tbody> </table> <p>Case Study: Dutch New York Have students create a timeline for major historical events in New Netherlands.</p> <p>Have students read diaries of colonists who came to New York</p> <p>Suggest that students pretend they are coming to settle in the colony. They should pack a small trunk with food, clothing, tools, and other supplies. Have them make a list of the supplies they would bring.</p>	Colonial Power	Reason for Coming to the Americas						
Colonial Power	Reason for Coming to the Americas									

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

Interdisciplinary Connections



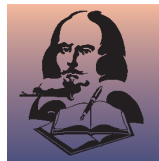
MATHEMATICS

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

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

ENGLISH LANGUAGE ARTS

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



ARTS

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



PHYSICAL EDUCATION

Have students research and play Dutch games.

Suggested Documents and Other Resources Selected by New York State Teachers

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

Trade Books:

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

Periodicals:

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

Technology:

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

Videos:

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

Possible Field Trips:

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

Using the Internet

http://www.worcesterart.org/Collection/Early_American_paintings

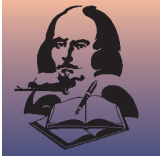
<http://www.hfmgv.org/education/smartfun/colonial/intro>
colonial family and community in Coventry, Connecticut

The Revolutionary War in New York State

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

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

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

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



ARTS

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

Suggested Documents and Other Resources Selected by New York State Teachers

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

Trade Books:

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

Computer Software:

Revolutionary War: Birth of a Nation
Becoming a Nation

Videos:

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

Discovery Channel:

Where America Began—Yorktown, Our National Heritage Series

Periodicals:

Cobblestone Magazine: British Loyalists in the Revolutionary War

Cobblestone Magazine: Patriotic Tales of the Revolutionary War

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

New York State Studies Weekly

Using the Internet

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

Variety of topics about the American Revolution

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

The New Nation

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

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

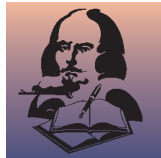
Standard □	Concepts/ Themes □	CONNECTIONS □
		<p>Have students study the Pledge of Allegiance to learn the meaning of all the words. Have students rewrite the pledge to simplify the text for younger students.</p> <p>Have students learn the words to patriotic songs including the “The Star-Spangled Banner.”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

Interdisciplinary Connections



ARTS

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



ENGLISH LANGUAGE ARTS

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

Suggested Documents and Other Resources Selected by New York State Teachers

The Great Seal of the United States

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

Famous paintings of historical events

Trade Books:

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

The Birth of the Constitution by Edmund Lindop

Children’s Literature in Social Studies by DeAn Krey

The Constitution and Bill of Rights by Discovery Enterprises

The Declaration of Independence by Discovery Enterprises

The Fourth of July Story by Alice Dagliesh

Get a Clue—Introduction to Primary Sources by Joann Deitc

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

Let’s Go to Independence Day by Mary Jo Borreson

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

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

The Making of the Constitution by Helen Stone Peterson

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

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

Newspaper:

New York State Weekly

Possible Field Trips/Museums:

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

New York State Museum, Albany, NY

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

Using the Internet

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

New York Constitution

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

<http://www.nara.gov>

National Archives and Records Administration

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

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

Industrial Growth and Expansion

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

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

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

Interdisciplinary Connections



MATHEMATICS

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

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

SCIENCE

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

ENGLISH LANGUAGE ARTS

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



ARTS

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

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

Suggested Documents and Other Resources Selected by New York State Teachers

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

Trade Books:

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

Periodicals:

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

Videos:

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

Using the Internet

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

Urbanization: Economic, Political, and Social Impacts

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

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

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

Interdisciplinary Connections



MATHEMATICS

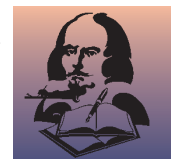
Have students gather data to make graphs showing the population shifts in the different areas over time. Have students look for trends and find reasons for the shifts, and then add short paragraphs of explanation to the graphs.

- What is the impact of economic interdependence?

ENGLISH LANGUAGE ARTS

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

- Why did workers unionize?



ARTS

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

Suggested Documents and Other Resources Selected by New York State Teachers

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

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

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

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

Trade Books:

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

by Catherine Gourley

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

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

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

Historical Documents in American Education by Tony W. Johnson

Kids on Strike by Susan Campbell Bartoletti

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

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

New York by Suzanne Levert

The New York Colony by Thelma Nurenberg

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

The Power in Our Hands by Norman Diamond and William Bigelow

The Rainbow Book of American History by Earl Schenck Miers

Rank and File edited by Alice and Staughton Lynd

The Schoolmasters by Leonard Everett Fisher

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

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

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

The Young United States 1783-1830 by Edwin Tunis

Using the Internet

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

Photographs by Lewis Hine

<http://www.pbs.org>

Colonial schools

<http://www.stratfordhall.org>

Colonial children

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

How to teach children about the labor movement

<http://www.nara.gov>

National Archives and Records Administration

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

Lewis Hine

Government

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

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

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

Interdisciplinary Connections



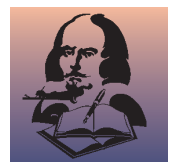
MATHEMATICS

Have students graph the results of elections using election statistics.

ENGLISH LANGUAGE ARTS

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

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



ARTS

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

Have students write and perform a Bill of Rights rap.

Suggested Documents and Other Resources Selected by New York State Teachers

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

Trade Books:

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

Teacher Resources:

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

Videos:

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

Using the Internet

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

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

Government names and how to contact them

<http://www.youthleadership.net>

Youth Leadership Initiative of the University of Virginia Center for Politics

<http://www1.umn.edu/humanrts/instree/k1drc.htm>

Declaration of the Rights of the Child

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

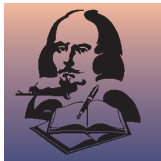
Lesson Plans: The Bill of Rights

Purposes of Government

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

Standard □	Concepts/ Themes	CONNECTIONS □															
Civics, Citizenship, and Government	Government	<p>Classroom Activities</p> <p>Have students role-play participating in a baseball game without rules or attending a school without rules.</p> <p>Have students create a chart on newsprint, listing the reasons for creating governments and answering the question, “Why do all groups and societies create rules and laws?”</p> <table border="1" data-bbox="483 1024 1502 1390"> <thead> <tr> <th data-bbox="483 1024 647 1115"></th> <th data-bbox="647 1024 1053 1115">Reasons for Creating Rules</th> <th data-bbox="1053 1024 1502 1115">Why do all groups and societies create rules and laws?</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 1115 647 1178">Club</td> <td data-bbox="647 1115 1053 1178"></td> <td data-bbox="1053 1115 1502 1178"></td> </tr> <tr> <td data-bbox="483 1178 647 1241">Scouts</td> <td data-bbox="647 1178 1053 1241"></td> <td data-bbox="1053 1178 1502 1241"></td> </tr> <tr> <td data-bbox="483 1241 647 1304">Classroom</td> <td data-bbox="647 1241 1053 1304"></td> <td data-bbox="1053 1241 1502 1304"></td> </tr> <tr> <td data-bbox="483 1304 647 1390">Team</td> <td data-bbox="647 1304 1053 1390"></td> <td data-bbox="1053 1304 1502 1390"></td> </tr> </tbody> </table> <p>Have students develop a class constitution and class rules.</p> <p>Have students use dramatic play with puppets to investigate the consequences of breaking rules.</p> <p>Have students collect and discuss newspaper cartoons dealing with rules and laws.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> Additional activities dealing with the purposes of government can be found in Living Together Under the Law: An Elementary Education Law Guide. 		Reasons for Creating Rules	Why do all groups and societies create rules and laws?	Club			Scouts			Classroom			Team		
	Reasons for Creating Rules	Why do all groups and societies create rules and laws?															
Club																	
Scouts																	
Classroom																	
Team																	

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS/ARTS

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

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



Suggested Documents and Other Resources Selected by New York State Teachers

United States Constitution

New York State Constitution

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










Using the Internet

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

email for New York State Bar Association

Local and State Government

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

Standard	Concepts/ Themes	CONNECTIONS																								
Civics, Citizenship, and Government	Government Civic Values Citizenship Nation-state	<p>Classroom Activities</p> <p>Discuss with students what a community would be like without a fire department, police force, or school system. Ask students to explain why these departments or services are important.</p> <p>Have students create a chart showing the structure and functions of the branches of New York State and local governments.</p> <ul style="list-style-type: none"> • What are the branches of government? • What functions, leaders, and institutions are associated with each branch? • What is meant by the term <i>balance of power</i> in our government? <table border="1" data-bbox="487 1176 1477 1848"> <tr> <td data-bbox="487 1176 730 1323">* YOUR STATE AND LOCAL GOVERNMENTS</td> <td data-bbox="730 1176 893 1323">STATE</td> <td data-bbox="893 1176 1055 1323">COUNTY</td> <td data-bbox="1055 1176 1218 1323">CITY</td> <td data-bbox="1218 1176 1380 1323">TOWN</td> <td data-bbox="1380 1176 1477 1323">VILLAGE</td> </tr> <tr> <td data-bbox="487 1323 730 1491">  CHIEF EXECUTIVE </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="487 1491 730 1669">  LEGISLATIVE BODY AND OFFICIALS </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="487 1669 730 1848">  COURTS AND OFFICIALS </td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>* FILL IN ONLY YOUR OWN LOCAL GOVERNMENT BODIES AND OFFICIALS. USE ACTUAL NAMES.</p>	* YOUR STATE AND LOCAL GOVERNMENTS	STATE	COUNTY	CITY	TOWN	VILLAGE	 CHIEF EXECUTIVE						 LEGISLATIVE BODY AND OFFICIALS						 COURTS AND OFFICIALS					
* YOUR STATE AND LOCAL GOVERNMENTS	STATE	COUNTY	CITY	TOWN	VILLAGE																					
 CHIEF EXECUTIVE																										
 LEGISLATIVE BODY AND OFFICIALS																										
 COURTS AND OFFICIALS																										

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

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

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

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

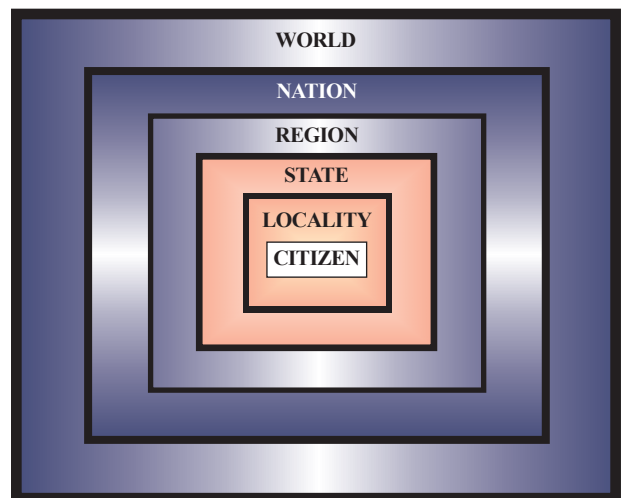
Discuss with students the celebration of holidays such as the Fourth of July. Have students investigate what local laws or ordinances would guide the planning of holiday festivals (e.g., parades, block parties, erection of a statue).

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

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

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

Arenas of Citizenship



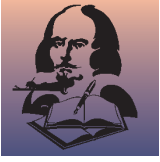
Have students interview or survey adults in the community to identify some of the ways they participate in political action, volunteer activities, or community service.

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

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

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

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

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

Suggested Documents and Other Resources Selected by New York State Teachers

Newspapers
Magazines
Political maps
Local ordinances
Voting machines

Trade Books:

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

Possible Field Trips:

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

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

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

Using the Internet

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

Youth Leadership Initiative of the University of Virginia Center for Politics

Key Terms

GRADE 4

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

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

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