

The Arrival in the Social Studies Curriculum

History of the United States and New York

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

- Students prepare written and oral presentations about the contributions of immigrants in New York State history. How did immigration affect Buffalo? Are there still pockets of concentrated ethnicities in some areas?

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

- Students study the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).

World History

2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

- Students create a timeline of major immigrations using computer software. Students will be able to draw conclusions about why certain groups of immigrants came at certain times and how social, religious, political and economic strife often led many groups of migrants to come to the United States.

2.3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

- Students learn about different immigrant cultures and religious groups that have made contributions to U.S. and world societies (science, literature, etc.) by studying their own heritage with Ellis Island passenger documents.
- Students will examine the social/cultural, political, economic, and religious norms and values of Western cultures by studying how immigrants had to pass certain tests and were renamed with more “American-sounding” names. How did this really reflect our open-door policy?