

## March 2016 Revisions to New York State Social Studies K-8 Framework

(page numbering follows “Revised January 2015 version”)

### Grade 4

Page 49: Geographic Reasoning Practices are now numbered replacing lettering

Page 52: Key Idea 4.2 and subsequent references “Haudenosaunee (Iroquois)” replaces “Iroquois (Haudenosaunee)”  
“**Munsees**” replaces “Lenape”

Page 53: Under 4.2c Students will examine Native American traditions; **work** job specialization **and the** roles of . . .

4.3d, added **new** content specification:

- **Students will examine which Native Americans supported the British and which Native Americans supported the Patriot cause.**

### Grade 5

Page 73: 5.1a content specification “**Bering**” replaces “Beringia”

Page 74: 5.2c “**conquers**” replaces “takes control over”

5.3c This cultural diffusion became known as the Columbian Exchange **which and** reshaped the lives and **influenced** the beliefs of people.

5.3c, added **new** content specification:

- **Students will examine the effect of diseases introduced to the Western Hemisphere.**

Page 76: “**Inuit**” replaces “Plains Indians”

“5.7c” replaces second “5.7b”

### Grade 7

Page 91: 7.1a, content specifications  
deleted “including Sioux and Anasazi”

deleted “including Haudenosaunee (Iroquois)”

Note: Teachers may identify different culture groups, noting the role of geography, and utilize local history whenever possible.

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 **due to disease and conflict** and **loss of land** due to the encroachment of ~~Encounter with~~ Europeans **settlers and differing conceptions of property and land ownership** ~~justified by the “Doctrine of Discovery.”~~

Page 92: 7.2b

- Students will compare and contrast British interactions with ~~the~~ southern New England Algonquians, Wampanoag, Dutch interactions and ~~with the~~ Mahicans, Mohawks or Munsees, French interactions with Algonquians and Iroquoians, and Spanish interactions with ~~the~~ Muscogee.

7.3a, added **new** content specification:

- Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.

Page 93: 7.3b, content specification

deleted “and the influence of Haudenosaunee ideas in their development”

7.3d ‘Haudenosaunee (Iroquois)’ replaces “Iroquois (Haudenosaunee)”

Page 95: added **new** 7.6a:

“Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.”

“7.6b” replaces “7.6a”

“7.6c” replaces “7.6b”

7.7b, added **new** content specification:

- Students will examine the seizure of the ship, *La Amistad*, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in *United States v. The Amistad* (1841).

## Grade 8

Page 105: 8.6b, content specification

- Students will examine the ~~decision in *Korematsu v. United States* (1944)~~ to internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in *Korematsu v. United States* (1944).