

## African Village & NYS Learning Standards for Social Studies

### Standard 1- History of the United States and New York

#### 1. Elementary

- a. Analysis of local Buffalo history
- b. Discover ideas, social and cultural values, beliefs and traditions through interactions between people from variety of perspectives
- c. Study about major social, political, economic, and cultural developments during Victorian Era in America particularly Buffalo
- d. Acquire skills in historical analysis including ability to
  - i. Explain significance of historical evidence
  - ii. Weigh importance, reliability and validity of evidence
  - iii. Understand the concept of multiple causation
  - iv. Understand importance of changing and competing interpretations of different historical developments

#### 2. Intermediate

- a. Use of demographic information, photographs, interviews, newspaper accounts, and other sources to conduct case studies of particular groups in the history of Buffalo
- b. Undertakes case study to research basic civil and human rights
- c. Demonstrates a complete well-documented and historically accurate case study about individuals and groups who represent different ethnic, national and religious groups
- d. Considers sources of historical documents, narratives and artifacts and evaluates their reliability
- e. Understands how different experiences, beliefs, values, traditions and motives cause individuals and groups to interpret historic events and issues from different perspectives

#### 3. Commencement

- a. Analyzes the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time
- b. Allows one to develop and test hypotheses about important events, eras, or issues in Buffalo/New York
- c. Compares and contrasts the experiences of different groups in U.S

- d. Investigates issues of inherent tensions and conflicts over minority versus majority rights and beliefs
- e. Draws upon literary selections, historical documents and accounts to analyze roles played by different individuals and groups during Victorian Era in America
- f. Allows research into leaders such as Frederick Douglas, W.E.B DuBois and other reformists
- g. Analyzes important debate between perspectives on "Darkest Africa"
- h. Evaluates validity and credibility of historical interpretations of the Pan-Am