

SOCIAL STUDIES CURRICULUM GUIDE

GRADE 7

U.S. HISTORY I TO WESTERN EXPANSION

Democratic Citizenship	Historical Understanding	Geographical Understanding
Standards 1, 2	3, 4, 5, 6	7, 8, 9
1. constitution and other documents 2. Bill of Rights 3. three branches of government 4. states rights 5. Emancipation Proclamation and Amendments 13, 14, and 15 6. development of American culture through humanities from 15th to 19th centuries 7. methods of human expression	1. historical events leading to development of United States from 15th to 19th centuries 2. major turning points in United States history from 15th to 19th century 3. motivation for settlement including religious freedom 4. treatment of minorities - slaves, Native Americans, and women 5. Catholic values/social movements 6. cultural influence on colonization and decision makers 7. cultural changes in American society 8. impact of government decisions 9. effect of bank and government agencies on the economy	1. geographic and reference sources 2. location of the original colonies; their rivers and landforms. 3. location of new states. 4. Mason Dixon line; Union and Confederate States 5. relationship between geography and human activities 6. effect of technology and inventions on human activities 7. global interdependence 8. renewable and natural resources 9. human impact on environment

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1. All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> identify major democratic concepts in Declaration of Independence and Constitution and interpret their significance. 	Compare key parts of the Declaration of Independence and the Constitution.	Read founding documents; create graphic organizer with key concepts and resulting citizenship rights. Identify primary and secondary sources.
<ul style="list-style-type: none"> restate the Bill of Rights in language which demonstrates an understanding of these amendments. explain how/why each of the first ten amendments came to be. 	Identify a current local, state or national issue related to an interpretation of one or more of the Bill of Rights. <i>(Curriculum Framework p. 49)</i>	Use newspapers or other news sources to become aware of various perspectives on current events of local, state, and national interest. Students write a reaction paper summarizing one of the events and stating their reactions to it. Include the Catholic Church's perspectives that apply to the issue. Debate federalism vs. states rights on an issue of concern in New Jersey such as gun control or Megan's Law.
<ul style="list-style-type: none"> distinguish the issue of states' rights versus the role of federal government as a cause of the Civil War. 	Write a letter to the editor of the local newspaper supporting or refuting a state's right to secede from the Union.	Hold a debate on the right to secede from Union.
<ul style="list-style-type: none"> identify the main function of each branch of government in 1700's and 1800's. assess the strengths and weaknesses of each of the three branches of government. 	Graph the three branches. List positive and negative issues for each branch.	Compare and contrast the function of the three branches of government on the federal level from the founding of US to the Civil War era using a graphic organizer.

<p style="text-align: center;">Outcomes</p> <p>Students will:</p>	<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Strategies</p>
<ul style="list-style-type: none"> • interpret the relationship between the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Civil War and Reconstruction era. 	<p>The students will role play slaves, slave owners, and non-slave owners using the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to support their position.</p>	<p>Analyze the Emancipation Proclamation for key citizenship concepts; compare to provisions of Post Civil War Amendments (use graphic organizer).</p>

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2. All students will learn democratic citizenship through the Humanities, by studying Literature, Art, History, and Philosophy and related fields.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> illustrate the historical significance of selected works of art, literature, and music and the Church on the development of the American culture from the 15th to the 19th centuries. 	Present a historical timeline through drama, music, art, or writing highlighting significant works in art, music, literature, and the Church in America from the 15 th to the 19 th century.	Identify famous Church leaders, American writers, artists, and composers and their works (work in cooperative groups). Compare and contrast styles.
<ul style="list-style-type: none"> investigate and interpret various points of view on significant issues in early American history as expressed in literature, art, and music. 		Write a critique on opposing points of view in issues from early American history as expressed in literature, art, and music. Analyze early political cartoons.

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3. All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the world.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> • trace historical events and explain relationships between cause, effect, and consequences in the development of the United States from the 15th to the 19th century; such as, but not limited to: <ul style="list-style-type: none"> • exploration of the Americas • arrival and development of European settlements • development of life in English colonies • growing dissatisfaction and break with Great Britain – Revolutionary War <ul style="list-style-type: none"> • rise of an American culture <ul style="list-style-type: none"> – Articles of Confederation and Constitution – the early republic – rise of political parties ▪ expansion of slavery and growing sectionalism • the Civil War 	<p>For each significant time period and/or event:</p> <ul style="list-style-type: none"> • create a newspaper including feature stories, political cartoons, editorials, and interviews demonstrating an understanding of the period and/or event. 	<p>Use a timeline to trace historical events.</p> <p>Use graphic organizers:</p> <ul style="list-style-type: none"> • series of event chain • compare/contrast material • human interaction outline <p>to determine and demonstrate how politics and diplomatic ideas, forces, and institutions impacted historical developments.</p>

<p style="text-align: center;">Outcomes</p> <p>Students will:</p>	<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Strategies</p>
<ul style="list-style-type: none"> • reconstruction • westward expansion • identify major European explorers and the regions explored. • assess the strengths and weaknesses of the approach to the colonization by Spain, France, and England. • identify the 13 original colonies and identify the importance of key events in their settlement and development. • interpret main reasons for the rebellion in the colonies. • identify key factors and personalities in the Revolutionary War and in the formation of a new nation. 	<p>Present an oral evening news report on any of the studied topics.</p> <p>Using maps, present the historic development of these events and explain the impact of geography in these developments.</p>	<p>Use Venn diagrams to visualize likenesses and differences in two or more objects, characters, or situations, such as likenesses and differences in the development of the 13 original colonies.</p> <p>Use an agree/disagree chart to organize data to support or oppose an idea.</p> <p>Research European explorers using the library and Internet.</p>
<ul style="list-style-type: none"> • judge the importance of the War of 1812, the Louisiana Purchase and the War with Mexico in the expansion of the U.S. • analyze the causes of the Civil War from both Union and 	<p>Hold a debate on any topic studied representing appropriate arguments presenting each side.</p> <p>Write a persuasive essay supporting or opposing an event.</p>	<p>Create a fishbone map to identify separate causes and effects of an event. (graphic organizer)</p> <p>Use the scale graphic organizer to list pros/cons and evaluate or make judgements about the topic studied.</p>

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<ul style="list-style-type: none"> Confederate perspective <ul style="list-style-type: none"> – sectionalism – states rights – slavery. • identify key personalities and important events of the Civil War period. • explain Reconstruction; discuss the rule of North and South in post Civil War era. • explain what is meant by the term “Changing Frontier”; discuss how the Oregon/Santa Fe Trail, the War with Mexico, and the Gold Rush influenced westward expansion. 		<p>Use the computer program <i>The Oregon Trail</i>.</p>
<ul style="list-style-type: none"> • Identify the issues, standards, and conflicts related to universal human rights in the development of the United States from the 15th to the 19th centuries including: <ul style="list-style-type: none"> ◆ exploration of the new world ◆ colonization and why specific colonies were started ◆ missionary endeavors ◆ indentured servants ◆ slavery. 	<p>Rewrite a historical time period implementing the teachings of social justice on the rights of all people.</p>	<p>Use the Office for Social Justice website http://www.osjspm.org and http://www.osjspm.org/cst/doclist.htm to read together an encyclical on the rights of the human person. Students will compare these rights with the treatment of various groups in the development of the United States.</p>

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4. All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the world.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> discuss the reasons why the major European countries came to the New World. 	Create an information chart (graphic organizer) to summarize why European countries came to the new world.	Create a series of graphic organizers comparing the reasons for exploration.
<ul style="list-style-type: none"> compare the reasons for the founding of the 13 colonies. 	Identify political, religious, societal, and geographical reasons for the founding of the colonies.	Have students create “ads” to entice people to settle in a particular colony.
<ul style="list-style-type: none"> identify the religious beliefs and needs of the Pilgrims, Puritans, and other religious groups. 	Write a creed for the major religious groups studied.	Compare the early colonists search for religious freedom with phrases written in Constitution and Bill of Rights.
<ul style="list-style-type: none"> examine the experiences of Catholic citizens in the colonial period and in the first century of the republic. assess the contributions of key Catholic personalities during this time period. 	During Catholic Schools Week, present a play, a presentation using computers, or a panel presenting contributions of Catholics to the nation.	Research the founding and development of Maryland. Trace the development of the dioceses and the establishment of Catholic schools.

<p style="text-align: center;">Outcomes</p> <p>Students will:</p>	<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Strategies</p>
<ul style="list-style-type: none"> • trace the origin and expansion of slavery in the U.S. Discuss the rise of moral objection to the practice of slavery. • explain the Triangle Trade and its origins. • explore the reasons for the Church's eventual condemnation of the slave trade. 	<p>Create a sequence chart to trace the development of slavery in the United States.</p> <p>Using quotes from the first major theme of Catholic Social Teaching, "Life and Dignity of the Human Person," create a prayer service for respecting all forms of human life.</p>	<p>Create time line/graphic organizer to compare economic needs to reason for moral objections to slavery.</p> <p>Read related novels.</p> <p>Use sections of the movie <i>Amistad</i> to relate issues of human treatment to the Bill of Rights.</p>
<ul style="list-style-type: none"> • identify and assess changes in the relationship with Native Americans from colonization to westward expansion. 	<p>Create a 2- or 3-dimensional representation illustrating changes for Native Americans from colonial times to 1877.</p>	<p>Use thematic instruction techniques and literature to compare various/changing attitudes to Native Americans.</p> <p>Use maps that illustrate how much land Native Americans possessed before the colonists until 1877.</p>
<ul style="list-style-type: none"> • identify various reform movements from 1750-1877, such as abolition, temperance, universal education, and social justice. • give examples of the Church's response to social problems. 	<p>Hold a panel discussion on various reform movements.</p>	<p>Identify and research leaders involved in one of the reform movements. Role play this person holding a press conference, or similar activity.</p> <p>Select and discuss a saint who lived in this time period and devoted him/herself to social justice issues.</p> <p>Use primary and secondary sources and various media/Internet to research contributions of Catholics in development of the United States.</p>

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<ul style="list-style-type: none"> • assess the role of women in each major era (Exploration to Reconstruction). • identify significant women in each era and evaluate their contributions. 	<p>Select one woman of significance in each time period who exemplifies womanhood. Write a biography on how this woman contributed to the American society.</p>	<p>Adopt a method to record the contributions of women which can be added to as each era is studied; observe National Women’s History Month (March).</p> <p>Research family home life in a significant time period, highlighting the role of women in the family.</p>

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5. All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> • explain how the culture of early settlers gave each colony a distinctive way of life. • analyze how different cultures dealt with conflict in the development of the 13 colonies. • identify ways cultures transmitted customs. 	<p>Sponsor a cultural fair highlighting cultural differences in various locations in the United States between 1750-1877.</p>	<p>Use a graphic organizer to record data on culture of each colony; analyze similarities and differences.</p> <p>Identify how religion, politics, ethnicity, and class impacted the development of each of the colonies, and the expansion to the Mississippi.</p> <p>Research customs transmitted through music, literature, and art.</p>
<ul style="list-style-type: none"> • explain the term Manifest Destiny and the role of the new American culture in territorial expansion. 	<p>In a descriptive essay, describe the Manifest Destiny and the culture of America at that time.</p>	<p>Hold a panel discussion on new customs and conflicts in the changing frontier and expanding America.</p>

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6. All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> • explain why the colonists opposed the various acts of Parliament. • evaluate the financial implications of these acts. 	<p>Select two acts opposed by the colonists and present the pros and cons of the acts from the British and colonists' point of view.</p>	<p>Select five items that are taxed in NJ and discuss if the users of those products are represented in state/federal government.</p> <p>Role play taxation and its restrictions by creating a tax system in the classroom.</p>
<ul style="list-style-type: none"> • explain the formation and purpose of the National Bank. • debate the necessity of having one currency. • explain the origin of national economy • illustrate goods and services provided by each region of the United States in the post Civil War era; assess how they are interrelated. 	<p>Compare and contrast the Euro with US currency. Support the pros or cons of one currency.</p>	<p>Tour a bank.</p> <p>Create a webquest (http://edweb.sdsu.edu/webquest/materials.htm) to include the development, history, and role of the national bank.</p> <p>Use a graphic organizer to track economic products and services of the expanding states and frontier.</p>

<p style="text-align: center;">Outcomes</p> <p>Students will:</p>	<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Strategies</p>
<ul style="list-style-type: none"> • analyze the various restrictions on trade • define tariff. 	<p>Use current events to explain trade agreements.</p>	<p>Review concepts of import - export. Trace effect of imports on American business by selecting one commodity to analyze. (Relate present to past.)</p>
<ul style="list-style-type: none"> • illustrate how attitudes and beliefs influence economic decisions such as in “40 acres and a mule.” 	<p>Choose one economic issue of the day. Compare this issue with an economic issue studied and explain which attitudes and beliefs influenced the issues then and which attitudes and beliefs influence the issues today.</p>	<p>Through role playing or journal writing, imagine the dilemma facing freed slaves who needed to find work. Coordinate with Literature.</p>

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7. All students will acquire geographical understanding by studying the world in spatial terms.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> • use geographic and reference sources to obtain specific data. • utilize reference and geographic displays in order to present information to peers. • review and use basic geographical terms. 	<p>Students will relate the impact of geography on each topic studied and use reference tools to present relationships.</p>	<p>Utilize and interpret geographic and reference tools such as globe, charts, diagrams, and maps, etc. throughout the study of given topics.</p> <p>Construct and/or draw various reference sources (i.e., pie charts and demographic tables) to obtain information on the U.S. during this growth period. Use spreadsheets to illustrate the data.</p>
<ul style="list-style-type: none"> • identify the location of colonial territories of England, France, and Spain. • locate and identify the 13 original colonies and their significant rivers/landforms. • find and identify new states; identify boundaries of the Louisiana Purchase. • locate Mason-Dixon line, boundary states and Union and Confederate States/battlefields. 	<p>Using the classroom constructed 3-dimensional map, locate each area studied and explain the impact of geography.</p>	<p>Create a 3-dimensional representation of the 13 original colonies illustrating their significant rivers and landforms. Build a classroom map and add significant geographic locations as each area is studied.</p> <p>Use software such as “Where in the US Is Carmen San Diego?” and “Mapping the World by Heart.”</p> <p>Use special purpose maps to identify slave/free states; Union/Confederate States, trace “underground railroad” routes. Locate key battlefields and troop movements.</p>

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8. All students will acquire geographical understanding by studying human systems in Geography.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> • discuss the intrinsic relationship between geography and human activities. • trace water and land routes used by explorers. • formulate “geographic” reasons for settlement patterns in the 13 colonies. • propose how land features impacted on strategy in Revolutionary and Civil Wars. • explore and trace the various routes of westward expansion and explain how different geographic features affected the pioneers (Oregon Trail - Santa Fe Trail). • interpret population graphs and compare settlement patterns. 	<p>With each topic studied, explain how the people and the land interacted to bring about history.</p>	<p>Trace the demographic developments in the US from the 1600s through 1870. Relate growth patterns to geography —location, climate, and natural resources.</p> <p>Research how towns and cities were formed. Use maps and atlases when appropriate.</p>

<p style="text-align: center;">Outcomes</p> <p>Students will:</p>	<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Strategies</p>
<ul style="list-style-type: none"> identify key inventions of early America and illustrate how they changed the settlement of the United States. 	<p>Select a prominent river such as the Mississippi. Through music, art, literature, architecture, and technology, create a display on the impact of the river.</p>	<p>Explain the cause/effect relationship between technology and the expansion of America; i.e., steamboat, railroads, canals, telegraph, etc.</p>
<ul style="list-style-type: none"> assess the contribution of European nations to the exploration, establishment, and expansion of the United States. 	<p>Create an ethnic contribution quilt with the map of the US as the background. Students will illustrate ethnic contributions and locate the establishment of these communities.</p>	<p>Create a graphic organizer for each major era, listing major European countries and their involvement with the U.S.; e.g., immigration, resources/trade, political problems/cooperation. Identify the areas settled by European nations.</p>

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9. All students will acquire geographical understanding by studying the environment and society.

Outcomes Students will:	Assessment	Strategies
<ul style="list-style-type: none"> predict the natural resources of an area based on geographic factors; identify the lure of various areas for explorers, colonists, and pioneers. 	<p>After studying an event or time period, list the evident changes to the environment. Include changes to renewable and non-renewable resources.</p>	<p>Using a map of North America, identify key products, resources, etc. in the various regions of the continent.</p>
<ul style="list-style-type: none"> explain and critique how early settlers and pioneers changed the environment. compare the Native American view of nature with the colonists' view of nature. 	<p>Create an environment prayer service using the Native American respect for the earth as the theme.</p>	<p>Use a graphic organizer to record changes that were made to the land as settlement progressed.</p> <p>Debate pros and cons of expansion.</p>
<ul style="list-style-type: none"> propose advantages, in terms of resources, available to the Union and Confederacy. 	<p>Write a political essay describing why the Union or the Confederacy had the advantage in terms of resources.</p>	<p>Use a graphic organizer to compare resources available to Union and Confederacy; relate resources to the war's progress and outcome.</p>