

## Seventh Grade Social Studies Year at a Glance

*Throughout the year, 7<sup>th</sup> grade historians will develop and apply the understanding that:*

- **The human condition is dependent upon empowered citizenship and its relationship to the control of government**

Unit	Pacing	Unit Topic	Key Understandings
1	4 weeks	<b>Introduction to the Five Themes of Geography</b>	What characteristics make up the five themes of Geography? <ul style="list-style-type: none"> <li>• Define and decipher between the five themes of geography including: Location, Place, Human-environment, Movement, and Region.</li> <li>• Apply the tools of a geographer to understand societies and regions</li> </ul>
2	3 weeks	<b>Age of Exploration</b>	What motivations did Europeans have to explore the New World? <ul style="list-style-type: none"> <li>• Identify who the first Europeans to arrive in America were</li> <li>• Compare and contrast the characteristics of the colonies of Spain, France, and England.</li> <li>• Compare and contrast the motivations for exploration and settlement of Spain, France, and England in the New World.</li> </ul>
3	5 weeks	<b>Native American Cultures, Early Encounters, Colonialism</b>	How do issues of power, wealth, and morality influence exploration and colonization? <ul style="list-style-type: none"> <li>• Compare and contrast different Native American culture groups</li> <li>• Describe interactions among different indigenous peoples</li> <li>• Describe the motivations, accomplishments, and obstacles of the European explorers during the age of exploration and European encounters (cultural and economic) with Native Americans</li> <li>• Describe daily life in the New England, Middle, and Southern Colonies</li> <li>• Discuss the role enslaved Africans and development of the Americas</li> </ul>
4	6 weeks	<b>American Revolution</b>	Did the American Revolution accomplish its goals? <ul style="list-style-type: none"> <li>• Describe the Road to Independence based on the political and economic relationship between the colonies and England</li> <li>• Identify the different perspectives about British rule</li> <li>• Identify and describe the military campaigns and battles of the American Revolution</li> </ul>

5	5 weeks	<b>New Nation: US Constitution</b>	<p>Why do people create structure and change governments?</p> <ul style="list-style-type: none"> <li>• Identify how differing political views shaped the revolutionary movement</li> <li>• Identify the weaknesses of government established by the Articles of Confederation</li> <li>• Describe the historical developments of the Constitution of the US</li> <li>• Describe the conflicts that resulted from the emergence of the two political parties</li> <li>• Describe the major accomplishments of the first five presidents of the US</li> </ul>
6	5 weeks	<b>Expansion and Reform</b>	<p>How do issues of power, wealth and morality influence growth?</p> <ul style="list-style-type: none"> <li>• Describe the territorial expansion and how it affected the political map of the United States</li> <li>• Identify the geographic features which influenced the western movement of settlers</li> <li>• Describe the impact of the inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</li> <li>• Identify the main ideas of the abolitionist and suffrage movements</li> </ul>
7	6 weeks	<b>A Nation Divided: Civil War</b>	<p>Was the Civil War inevitable?</p> <ul style="list-style-type: none"> <li>• Explain how the issues of states' rights and slavery increased sectional tensions.</li> <li>• Identify on a map the states that seceded from the Union and those that remained in the Union.</li> <li>• Describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war.</li> <li>• Discuss the geographic, economic, and military advantages for North and South</li> <li>• Use maps to explain critical developments in the war, including major battles.</li> <li>• Describe the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and enslaved Africans</li> <li>• Identify the provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution and their impact on freedom in America</li> </ul>
8	3 weeks	<b>Reconstruction</b>	<ul style="list-style-type: none"> <li>• Analyze the social and political changes brought about by the emancipation of slaves and Reconstruction policies.</li> <li>• Describe how shifts in power affect the rights and freedoms of people in a given society.</li> <li>• Describe the work of The Freedman's Bureau and the impact it had on African-Americans in the south.</li> <li>• Examine the events that lead to the end of Reconstruction and subsequent removal of African-American rights.</li> </ul>

# Quarter One

## Weeks 1-9

### Unit 1: Introduction to The Five Themes of Geography

Core Knowledge Content	CCSS Standards
<p><b>Location</b></p> <ul style="list-style-type: none"><li>• Absolute</li><li>• Relative</li><li>• Review: Basic Map Skills</li><li>• Latitude/ Longitude</li><li>• Use of Map Legend, scale and direction</li><li>• Compare and Contrast types of Maps (Climate, Physical, Economic/Resource, and Topographic maps)</li></ul> <p><b>Place</b></p> <ul style="list-style-type: none"><li>• Physical and human characteristics of particular geographic locations and or/ communities.</li></ul> <p><b>Human-Environment Interaction</b></p> <ul style="list-style-type: none"><li>• Dependency</li><li>• Adaptation</li><li>• Modification</li><li>• Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</li></ul> <p><b>Movement</b></p> <ul style="list-style-type: none"><li>• Travel of people, goods, and ideas from one location to another (migration, expansion)</li><li>• Construct maps, charts, and graphs to explain data about geographic phenomena (migration patterns and population and resource distribution patterns).</li></ul> <p><b>Region-</b> areas with distinctive characteristics</p> <ul style="list-style-type: none"><li>• Demographic</li><li>• Political</li><li>• Physical- Climate/vegetation</li></ul>	<p>CCSS.ELA.LITERACY. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CCSS.ELA.LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA.LITERACY.RH.6-8.2 Determine the central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p>

# Quarter One

Weeks 1-9

## Unit 1: Native American Cultures, Encounters, and Colonialism

5 Weeks

Core Knowledge Content	CCSS Standards
<p><b>Indigenous cultures of the Americas</b></p> <ul style="list-style-type: none"><li>• Compare and contrast different Native American culture groups</li></ul> <p>-Geography -Religion/spirituality -Economics: food, housing, trade -Government system -Warfare -Traditions -Culture (arts, music, dance)</p> <ul style="list-style-type: none"><li>• Interactions among different indigenous groups</li></ul> <p><b>European Age of Exploration</b></p> <ul style="list-style-type: none"><li>• Technological developments</li><li>• Voyage of Columbus</li><li>• European voyages to North America including Champlain and Hudson</li><li>• Columbian Exchange: environmental and cultural impact</li><li>• Europeans explore and settle in North and South America</li></ul> <p><b>European encounters with Native Americans</b></p> <ul style="list-style-type: none"><li>• Europeans explore and settle in North and South America</li></ul> <p>-reasons for Native American population decline and loss of land</p> <ul style="list-style-type: none"><li>• Native American influences on Western culture</li></ul> <p><b>Daily Life in the Colonies</b></p>	<p>CCSS.ELA.LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CCSS.ELA.LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose</p>

<ul style="list-style-type: none"> <li>● Life in the New England, Middle, and Southern colonies</li> <li>● Social class</li> <li>● Political systems</li> <li>● Role of Native Americans, Africans and women</li> <li>● Colony economy</li> <li>● Key people and events</li> </ul> <p><b>Enslaved Africans and development of the Americas</b></p> <ul style="list-style-type: none"> <li>● Distinguish between indentured servitude and slavery</li> <li>● The Middle Passage</li> <li>● Living conditions for slaves</li> <li>● Social and cultural contributions of Africans in the Americas</li> </ul>	
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**Unit 2: American Revolution**  
**5 Weeks**

<b>Core Knowledge Content</b>	<b>CCSS Standards</b>
<p><b>Different perspectives about British rule</b></p> <ul style="list-style-type: none"> <li>● Loyalists</li> <li>● Patriots</li> <li>● Propaganda</li> <li>● Forms of protest</li> <li>●</li> </ul> <p><b>Grievances against the British</b></p> <ul style="list-style-type: none"> <li>● Influence of Enlightenment ideas</li> <li>● Common Sense</li> <li>● Declaration of Independence (1776)</li> <li>● A new political system</li> </ul> <p><b>Military campaigns and battles of the American Revolution</b></p> <ul style="list-style-type: none"> <li>● Military strategy, including the influence of Native American groups</li> <li>● British and Colonial military advantages and disadvantages</li> </ul>	<p>CCSS.ELA.LITERACY. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CCSS.ELA.LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA.LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion, or avoidance of particular facts)</p> <p>CCSS.ELA.LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>

- Lexington and Concord
- Battle of Bunker Hill
- Battle of Trenton
- Battle of Saratoga
- Battle of Yorktown
- Treaty of Paris (1783)

## Quarter Two

Weeks 10-20

### Unit 3: New Nation: US Constitution

4 Weeks

#### Core Knowledge Content

#### CCSS Standards

##### 1787 Constitutional Convention

- Differing social, political, and economic interests and attempts to establish unity
- Key people
- Federalist system of government
- Electoral college system
- Ratification process

##### Constitutional Compromise

- Balance of power; federalism
- Great compromise (state representation, bicameral legislature)
- 3/5 compromise, slave trade compromise, fugitive slave clause
- national vs. states' rights

##### Federalist System

- democratic republic
- sharing of power among Federal, state, local governments
- separation of powers
- The Federalist Papers

CCSS.ELA.LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA.LITERACY.RH.6-8.2

Determine the central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions

CCSS.ELA.LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

CCSS.ELA.LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion, or avoidance of particular facts)

CCSS.ELA.LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA.LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

<p><b>Checks and Balances</b></p> <ul style="list-style-type: none"> <li>• Three branches of government</li> <li>• Separate but equal power</li> <li>• How a bill becomes a law</li> </ul> <p><b>The Bill of Rights</b></p> <ul style="list-style-type: none"> <li>• Amendment process</li> <li>• First 10 amendments</li> <li>• Protection of individual rights</li> </ul>	
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**Unit 4: Expansion and Reform (1800-1860)**  
**3 Weeks**

Core Knowledge Content	CCSS Standards
<p><b>Economic Growth</b></p> <ul style="list-style-type: none"> <li>• The Erie Canal</li> <li>• Gadsen Purchase (1853)</li> <li>• Purchase of Alaska (1867)</li> <li>• Gold Rush</li> <li>• Territorial Expansion</li> <li>• Homestead Act (1862)</li> <li>• The rise of cities</li> <li>• Louisiana Purchase</li> </ul> <p><b>Industrialization</b></p> <ul style="list-style-type: none"> <li>• Roots in England</li> <li>• Cotton gin</li> <li>• Railroad</li> <li>• Telegraph</li> <li>• Technology</li> </ul> <p><b>War of 1812</b></p> <ul style="list-style-type: none"> <li>• Conflict between Britain and France</li> <li>• Challenge to national stability</li> <li>• Impressment of sailors</li> <li>• Results of war</li> </ul> <p><b>The Monroe Doctrine (1823)</b></p> <ul style="list-style-type: none"> <li>• Limits on European colonization</li> <li>• US political and economic growth</li> </ul>	<p>CCSS.ELA.LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CCSS.ELA.LITERACY.RH.6-8.2 Determine the central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CCSS.ELA.LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA.LITERACY.RH.6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>CCSS.ELA.LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA.LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>

**Immigration**

- People arrive from Europe and Asia
- Major source of labor
- Economic and social challenges

**Andrew Jackson's Presidency**

- Increased suffrage for white men
- Controversy over national growth
- Opposition to the National Bank
- Spoils system

**Opportunities and Obstacles**

- Indian Removal Act (1830)
- Native American treatment
- Trail of Tears
- Native American resistance
- Seminole Wars
- Cherokee judicial efforts
- African Americans and women

**Second Great Awakening**

- Early 19<sup>th</sup> century reform movements
  - education
  - prisons
  - temperance
  - mental health care

**Anti-Slavery and Abolitionist Movement**

- Organization and resistance by enslaved Africans
- Key leaders of the abolitionist movement (William Lloyd Garrison, Frederick Douglass, and Harriet Tubman)
- Impact of Uncle Tom's Cabin
- Underground Railroad

**The Women's Rights Movement**



<ul style="list-style-type: none"> <li>Seneca Falls Convention</li> <li>Key Figures (Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony)</li> </ul> <p><b>Other Key People:</b></p> <ul style="list-style-type: none"> <li>Lewis and Clark, Sacagawea</li> </ul>	
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**Unit 5: Reconstruction**  
**3 Weeks**

Core Knowledge Content	CCSS Standards
<p><b>1. The South in ruins</b></p> <p><b>2. Struggle for control of the South</b> -Radical Republicans vs. Andrew Johnson; impeachment</p> <p><b>3. Freedmen’s Bureau “40 acres and a mule”</b></p> <p><b>4. Carpetbaggers and Scalawags</b></p> <p><b>5. Amendments to the Constitution</b> -13th, 14th , and 15th</p> <p><b>6. Black Codes</b> - the Ku Klux Klan -“vigilante justice”</p> <p><b>7. End of Reconstruction</b> -Compromise of 1877 -All Federal troops removed from the south</p>	<p>CCSS.ELA.LITERACY. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>CCSS.ELA.LITERACY.RH.6-8.2 Determine the central ideas or information of a primary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p> <p>CCSS.ELA.LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>CCSS.ELA.LITERACY.RH.6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>CCSS.ELA.LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA.LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>