

7th Grade Curriculum

Big Idea/Conceptual Lens

Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the people, events, and places in New York State as applicable. Throughout the course, teachers will stress provide guidance and practice in the Social Studies practices including gathering. Interpreting, and using evidence, chronological reasoning, comparison and contextualization, geographic reasoning, economics and economic systems, and civic participation.

Units of Study

[7.1 - NATIVE AMERICANS](#)

[7.2 - COLONIAL DEVELOPMENTS](#)

[7.3 - AMERICAN INDEPENDENCE](#)

[7.4 - HISTORICAL DEVELOPMENT OF THE CONSTITUTION](#)

[7.5 - THE CONSTITUTION IN PRACTICE](#)

[7.6 - WESTWARD EXPANSION](#)

[7.7 - REFORM MOVEMENTS](#)

[7.8 - A NATION DIVIDED](#)

Sources

Alan Brinkley (Author), Joyce Appleby (Author), James M. McPherson (Author), The National Geography Society (Author). *The American Journey*, Student Edition (THE AMERICAN JOURNEY (SURVEY)) 5th Edition. McGraw-Hill Education; 5th edition (January 3, 2006).

[Instructional Sample Practice for a Seventh Grade English Language Arts Classroom Aligned to the Next Generation Learning Standards \(nysed.gov\)](#)

[NYS K-8 Social Studies Framework \(nysed.gov\)](#)

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| Unit I – The Americas Worlds Meet | | 7.1 - Native Americans | |
| Essential Question(s) | | Academic Vocabulary | |
| <ul style="list-style-type: none"> - How can interaction between different cultures impact both societies? - How was the way Native American cultures of North America developed in relation to their environment? - What events and technological advances paved the way for European exploration? - Why did European nations establish colonies in North America? - What push and pull factors brought Colonists to America? - How did the New England, Middle and Southern Colonies differ? How were they similar? | | Archaeology, Artifact, Nomad, Migration, Civilization, Culture, Hieroglyphics, Primary Source, Secondary Source, Technology, Crusades, Caravel, Compass, Astrolabe, Circumnavigate, Conquistador, Plantation, Mercantilism, Columbian Exchange, Northwest Passage, Charter, House of Burgesses, Mayflower Compact, Fundamental Orders of Connecticut, Puritans, Separatists, Patroonship, Debt, Indentured Servant, Colony, Triangular Trade, Middle Passage, Cash Crop, Slave, Slave Code, Import/Export, Militia | |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects | |
| <p><i>American Journey:</i> Chapter 1, NewsELA, DBQ Online, Discovery Ed, Primary and/or Secondary Sources.</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p> | <p>7.1a - Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. - RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST 2: Write informative/explanatory text focused on discipline-specific content. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p><u>Social Studies Practices:</u> Geographic Reasoning, Comparison and Contextualization</p> | |

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| Unit I – The Americas Worlds Meet | | 7.2 - Colonial Developments | |
| Essential Question(s) | | Academic Vocabulary | |
| <ul style="list-style-type: none"> - How can interaction between different cultures impact both societies? - How was the way Native American cultures of North America developed in relation to their environment? - What events and technological advances paved the way for European exploration? - Why did European nations establish colonies in North America? - What push and pull factors brought Colonists to America? - How did the New England, Middle and Southern Colonies differ? How were they similar? | | <p>Archaeology, Artifact, Nomad, Migration, Civilization, Culture, Hieroglyphics, Primary Source, Secondary Source, Technology, Crusades, Caravel, Compass, Astrolabe, Circumnavigate, Conquistador, Plantation, Mercantilism, Columbian Exchange, Northwest Passage, Charter, House of Burgesses, Mayflower Compact, Fundamental Orders of Connecticut, Puritans, Separatists, Patroonship, Debt, Indentured Servant, Colony, Triangular Trade, Middle Passage, Cash Crop, Slave, Slave Code, Import/Export, Militia</p> | |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects | |
| <p><i>American Journey</i>: Chapters 2-4, NewsELA, DBQ Online, Discovery Ed, Primary and/or Secondary Sources.</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p> | <p>7.2a - Social, economic, and scientific improvements helped European nations launch an Age of Exploration</p> <p>7.2b - Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.</p> <p>7.2c - European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.</p> <p>7.2d - In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.</p> <p>7.2e - Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. - RH 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.) <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST 1: Write arguments focused on discipline-specific content. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence, Geographic Reasoning, Comparison and Contextualization, Economics/Economic Systems</p> | |

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| Unit II – Creating A Nation | | 7.3 - American Independence |
| Essential Question(s) | | Academic Vocabulary |
| <ul style="list-style-type: none"> - Why did conflict arise in North America between France and Great Britain? - How did the outcome of the French and Indian War determine who controlled North America? - Following the French and Indian War, how did the British government anger the American colonists? - How did the colonists react to British policies? - Why did the American colonies choose to declare independence? - What challenges did the American revolutionaries face at the start of the war? - How did the United States gain allies and aid during the Revolutionary War? - How did the Battle of Yorktown lead to American Independence? - How effective was government under the Articles of Confederation? - Why is the Constitution a document of compromises? - What ideas and features are found in the United States Constitution? - Why is citizen participation essential to the political system? | | Militia, Albany Plan of the Union, Alliance, Mercantilism, Salutary Neglect, Boycott, Repeal, Proclamation of 1763, The Stamp Act, The Sugar Act, Quartering Act, Townshend Act, Tea Acts, Intolerable Acts, Boston Massacre, Boston Tea Party, Writ of Assistance, Effigy, Propaganda, Committee of Correspondence, Loyalist, Patriot, Militia, Minutemen, Petition, Blockade, Guerilla warfare, Ratify, Mercenary, Ambush, Revolution, Constitution, Constitutional Convention, Bicameral, Republic, Petition, Compromise, Virginia Plan, New Jersey Plan, The Great Compromise, 3/5 Compromise, Presidential Compromise, Federalism, Legislative Branch, Executive Branch, Judicial Branch, Legislature, Congress, House of Representatives, Senate, Bill, Executive Departments, Supreme Court, Electoral College, Checks and Balances, Amendment, Clause, Preamble, Popular Sovereignty, Limited Government, Republicanism, Federalism, Enumerated Powers, Reserved Powers, Concurrent Powers, Amend, Amendment, Implied Powers, Civil Rights, Bill of Rights, Ratification, Precedent |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects |
| <p><i>American Journey</i>: Chapters 4-6, NewsELA, DBQ Online, Discovery Ed, Primary and/or Secondary Sources, <i>The Declaration of Independence</i></p> <p>Bilingual: El Viaje Estadounidense,</p> <p>NewsELA, DBQ online, Vocabulary.com</p> | <p>7.3a - Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain</p> <p>7.3b - Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.</p> <p>7.3c - Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.</p> <p>7.3d - The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST2: Write informative/explanatory text focused on discipline-specific content. - WHST2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p><u>Social Studies Practices:</u> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p> |

| Unit II – Creating A Nation | | 7.4 - Historical Development of the Constitution | |
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| Essential Question(s) | | Academic Vocabulary | |
| <ul style="list-style-type: none"> - Why did conflict arise in North America between France and Great Britain? - How did the outcome of the French and Indian War determine who controlled North America? - Following the French and Indian War, how did the British government anger the American colonists? - How did the colonists react to British policies? - Why did the American colonies choose to declare independence? - What challenges did the American revolutionaries face at the start of the war? - How did the United States gain allies and aid during the Revolutionary War? - How did the Battle of Yorktown lead to American Independence? - How effective was government under the Articles of Confederation? - Why is the Constitution a document of compromises? - What ideas and features are found in the United States Constitution? - Why is citizen participation essential to the political system? | | <p>Militia, Albany Plan of the Union, Alliance, Mercantilism, Salutary Neglect, Boycott, Repeal, Proclamation of 1763, The Stamp Act, The Sugar Act, Quartering Act, Townshend Act, Tea Acts, Intolerable Acts, Boston Massacre, Boston Tea Party, Writ of Assistance, Effigy, Propaganda, Committee of Correspondence, Loyalist, Patriot, Militia, Minutemen, Petition, Blockade, Guerilla warfare, Ratify, Mercenary, Ambush, Revolution, Constitution, Constitutional Convention, Bicameral, Republic, Petition, Compromise, Virginia Plan, New Jersey Plan, The Great Compromise, 3/5 Compromise, Presidential Compromise, Federalism, Legislative Branch, Executive Branch, Judicial Branch, Legislature, Congress, House of Representatives, Senate, Bill, Executive Departments, Supreme Court, Electoral College, Checks and Balances, Amendment, Clause, Preamble, Popular Sovereignty, Limited Government, Republicanism, Federalism, Enumerated Powers, Reserved Powers, Concurrent Powers, Amend, Amendment, Implied Powers, Civil Rights, Bill of Rights, Ratification, Precedent</p> | |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects | |
| <p><i>American Journey</i>: Chapter 7, NewsELA, DBQ Online, Discovery Ed, Primary and/or Secondary Sources, <i>The Articles of Confederation</i>.</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p> | <p>7.4a - Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.</p> <p>7.4b - The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.</p> <p>7.4c - Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. - RST2: Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - WHST2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence, Civic Participation</p> | |

| Unit II – Creating A Nation | | 7.5 - Constitution in Practice | |
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| Essential Question(s) | | Academic Vocabulary | |
| <ul style="list-style-type: none"> - Why did conflict arise in North America between France and Great Britain? - How did the outcome of the French and Indian War determine who controlled North America? - Following the French and Indian War, how did the British government anger the American colonists? - How did the colonists react to British policies? - Why did the American colonies choose to declare independence? - What challenges did the American revolutionaries face at the start of the war? - How did the United States gain allies and aid during the Revolutionary War? - How did the Battle of Yorktown lead to American Independence? - How effective was government under the Articles of Confederation? - Why is the Constitution a document of compromises? - What ideas and features are found in the United States Constitution? - Why is citizen participation essential to the political system? | | Militia, Albany Plan of the Union, Alliance, Mercantilism, Salutary Neglect, Boycott, Repeal, Proclamation of 1763, The Stamp Act, The Sugar Act, Quartering Act, Townshend Act, Tea Acts, Intolerable Acts, Boston Massacre, Boston Tea Party, Writ of Assistance, Effigy, Propaganda, Committee of Correspondence, Loyalist, Patriot, Militia, Minutemen, Petition, Blockade, Guerilla warfare, Ratify, Mercenary, Ambush, Revolution, Constitution, Constitutional Convention, Bicameral, Republic, Petition, Compromise, Virginia Plan, New Jersey Plan, The Great Compromise, 3/5 Compromise, Presidential Compromise, Federalism, Legislative Branch, Executive Branch, Judicial Branch, Legislature, Congress, House of Representatives, Senate, Bill, Executive Departments, Supreme Court, Electoral College, Checks and Balances, Amendment, Clause, Preamble, Popular Sovereignty, Limited Government, Republicanism, Federalism, Enumerated Powers, Reserved Powers, Concurrent Powers, Amend, Amendment, Implied Powers, Civil Rights, Bill of Rights, Ratification, Precedent | |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects | |
| <p><i>American Journey</i>: Chapter 7, NewsELA, DBQ Online, Discovery Ed, Primary and/or Secondary Sources, <i>The Constitution</i></p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p> | <p>7.5a - The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.</p> <p>7.5b - The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.</p> <p>7.5c - While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. - RST2: Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - WHST2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence, Civic Participation</p> | |

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| Unit III – Launching the Republic | 7.6 - Westward Expansion | |
| Essential Question(s) | | Academic Vocabulary |
| <ul style="list-style-type: none"> - What were the precedents that Washington established as the first president of the United States? - What challenges did the United States face during Washington’s Administration? - How did the Federalist and Republican parties form, and what issues did they disagree? - How did the Louisiana Purchase affect the nation’s economy and politics? - What effects did the Industrial Revolution have on the U.S. economy? - How did land and water transportation affect westward expansion? - How were nation-building issues resolved in the early 1800’s? - How did the United States benefit from its victory in the war of 1812? | | <p>Tariff, Neutrality, Washington’s Farewell Address, Alien, States’ Rights, Sedition, Nullify, Laissez-faire, Judicial Review, Unconstitutional, Marbury v Madison, Impressment, Conestoga Wagon, Secede, Lewis and Clark, Sacagawea, Embargo, Frigate, Privateer, Treaty of Ghent, Nationalism, Cotton Gin, Interchangeable Parts, Steam Boat, Patent, Factory System, Capitalism, Capital, Free Enterprise, Census, Turnpike, Canal, Lock, Sectionalism, State Sovereignty, Missouri Compromise, Monroe Doctrine</p> |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects |
| <p><i>American Journey</i>: Chapter 8-10, NewsELA, DBQ Online, Discovery Ed, Primary and/or Secondary Sources</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p> | <p>7.5d - Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference. – Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution. – Students will examine the Monroe Doctrine and its effects on foreign policy</p> <p>7.6 - WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. - RH8: Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic. <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence, Comparison and Contextualization</p> |

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| Unit IV – Nationalism & Sectionalism | | 7.7 - Reform Movements | |
| Essential Question(s) | | Academic Vocabulary | |
| <ul style="list-style-type: none"> - Which events shaped Andrew Jackson’s presidency? - How did political beliefs affect decisions during Andrew Jackson’s presidency? - How do economic issues affect presidential elections? - How did the belief in Manifest Destiny influence Western settlement? - How did Mexican lands in the West become part of the United States? - What factors and events led to the settlement of the West? - Which innovations in industry, travel, and communications changed the lives of Americans? - How did immigration have an impact on cities, industry, and culture? - How did the South’s industry and economy differ from the industry and economy of the North? - How did slavery affect the lives and culture of enslaved African Americans in the South? | | <p>Spoils System, Relocate, Select, Participate, Federal, Manifest Destiny, Annex, Forty-Niner, Access, Establish, Remove, Trade Union, Strike, Prejudice, Discriminate, Slave Codes, Overseer, Consequence, Process, Temperance, Civil Disobedience, Abolitionist, Underground Railroad, Suffrage.</p> | |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects | |
| <p>American Journey, NewsELA, DBQ Online, Discovery Ed</p> <p>Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com</p> | <p>7.6b - Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement</p> <p>7.7 - REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.</p> <p>7.7a - The Second Great Awakening, which had a strong showing in New York State, inspired reform movements. □</p> <p>7.7b - Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.</p> <p>7.7c - Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.</p> <p>7.7d - The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence, Comparison and Contextualization</p> | |

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| Unit V – Civil War & Reconstruction | | 7.8 - A Nation Divided | |
| Essential Question(s) | | Academic Vocabulary | |
| <ul style="list-style-type: none"> - How did religion influence social reforms in the US during the early to mid-1800s? - How did abolitionists influence the antislavery movement? - What are the effects of the women’s rights movement of the middle to late 1800s? - Which compromises were made to address slavery and sectionalism? - What was the significance of the Dred Scott decision? - What was the role of states’ rights in the outbreak of the Civil War? - What were the strengths and weaknesses of the North and South? - What social, political and economic changes resulted from the Civil War? - Why were the battles of Gettysburg and Vicksburg significant? - Which events led to the end of the war? | | Sectionalism, secede, fugitive, arsenal, secession, State’s Rights, Temporary, Regulate, Reject, Justify, Border State, Casualty, Ironclad , Draft, Bounty, Inflation, Entrench, Siege, Resistance | |
| Required Texts/Supplemental Resources | Focus Areas/Content Skills/ Learning Objectives | Next Generation Standards/Assessments/Projects | |
| American Journey, NewsELA, DBQ Online, Discovery Ed Bilingual: El Viaje Estadounidense, NewsELA, DBQ online, Vocabulary.com | <p>7.8 - A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states’ rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.</p> <p>7.8a - Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states’ rights advocates and supporters of a strong federal government.</p> <p>7.8b - As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.</p> <p>7.8c - Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.</p> <p>7.8d - The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region’s geography.</p> <p>7.8e - The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.</p> | <p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></p> <ul style="list-style-type: none"> - RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. - RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></p> <ul style="list-style-type: none"> - WHST1: Write arguments focused on discipline-specific content. - WHST1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. <p><u>Assessments:</u> Chapter Quizzes and Tests, Projects, Primary and Secondary Document Analysis, Informative, Argumentative, Persuasive or Perspective Writing.</p> | |

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| | | <p><u>Social Studies Practices:</u> Gathering, Interpreting and Using Evidence; Comparison and Contextualization; Geographic Reasoning</p> |
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