

## **Wilson Area School District Planned Course Guide**

**Title of Planned Course:** 7th Grade Social Studies - Early American History

**Subject Area:** Social Studies

**Grade Level:** 7th

**Course Description:** This course is designed to provide students with an overview of early American history, from early exploration up to creation of the United States Constitution, while focusing on common core standards, which will require students to read, analyze, and interpret in written form historical information.

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** James Brady and Megan Cawley

## Curriculum Map

### **Marking Period One:**

- Introduction to Social Studies
- Native Americans
- Exploration
- Colonization in the New World

### **Marking Period Two:**

- Colonization in the New World
- The 13 Colonies
- French & Indian War

### **Marking Period Three:**

- Causes of the American Revolution
- The American Revolution

### **Marking Period Four:**

- The American Revolution
- Creating a New Nation

## Wilson Area School District Planned Course Guide

**Course Title:** Early American History

**Textbook:** *United States History: Beginnings to 1914*  
Holt McDougal

**Teacher Resources:**

- Online Resources through Teachers Pay Teachers
- *Junior Scholastic Magazine*
- Various media outlet articles for relevant current events
- CNN 10 Student News

## Curriculum Scope & Sequence

**Title of planned course:** Early American History

**Unit:** Introduction to Social Studies

**Time Frame:** 2 weeks

**PA State Academic Standards:**

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 7.1.7.A - Explain how common geographic tools are used to organize and interpret information about people, place and environment.

**Essential Objectives:** By the end of the unit, students will be able to:

- Analyze historical events by placing them in chronological order
- Identify and use maps to gather, organize, and interpret information about places
- Accurately label continents and oceans blank world map
- Identify the four hemispheres and locate countries and continents within by using maps
- Define latitude and longitude and use coordinate pairs to identify and locate specific places on a map or globe

**Core Activities:** Students will complete / participate in the following:

- Timeline Skills: reading timelines and answering chronological order questions
- Map Skills: identify the four hemispheres of the globe, labeling continents and oceans, define latitude and longitude, using latitude and longitude to identify locations on a map

**Extensions:**

- Writing assignments
- Differentiated texts
- Analyze current events to develop media literacy skills

**Remediation:**

- Vocabulary with definitions
- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

**Instructional Methods:**

- Direct Instruction: Demonstrations on how to read, analyze, and annotate articles and in-class readings, PowerPoint and Google Slides presentations
- Group Work: group discussions, poster projects, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

**Materials & Resources:**

- Google Slides and PowerPoint presentations
- Internet based educational websites
- Online geography games
- Skill based worksheets

**Assessments:**

- Diagnostic: Group Discussion, KWL's
- Formative: Higher and Lower-level questions, daily bell-ringers, class discussions
- Summative Assessment: World map quiz, latitude and longitude quiz

## Curriculum Scope & Sequence

**Title of planned course:** Early American History

**Unit:** Native Americans

**Time Frame:** 2 weeks

**PA State Academic Standards:**

- 8.3.7.A - Classify the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.

**Essential Objectives:** By the end of the unit, students will be able to:

- Identify the various tribes of Native Americans that were located in North America and describe their differences
- Identify the major Native American tribes of North America through map activities and in-class discussion
- Model the distinct characteristics of the Native American tribes of North America in in project format

**Core Activities:** Students will complete / participate in the following:

- Native American Regions Project: Students will read articles about the various Native American tribal regions. While reading, students will identify key characteristics of the region and residing tribes. Using technology and knowledge gained, students will create a presentation about the five tribal regions.

**Extensions:**

- Writing assignments
- Differentiated texts
- Biography Research
- STEM Challenge
- Analyze current events to develop media literacy skills

**Remediation:**

- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

**Instructional Methods:**

- Direct Instruction: Demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations
- Group Work: group discussions, poster projects, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

**Materials & Resources:**

- Google Slides and PowerPoint presentations
- Region articles
- YouTube

**Assessments:**

- Diagnostic: Group Discussion, KWL's
- Formative: Higher and Lower-level questions, peer review, daily bell-ringers, class discussions, projects
- Summative Assessment: Student created project in the form of a presentation

## Curriculum Scope & Sequence

**Title of planned course:** Early American History

**Unit:** Exploration

**Time Frame:** 6 weeks

**PA State Academic Standards:**

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.4.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
- 8.4.7.C - Differentiate how continuity and change have impacted world history.
- 8.4.7.D - Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

**Essential Objectives:** By the end of the unit, students will be able to:

- Identify why people were willing to leave Europe for the New World.
- Explain the effects of European exploration.
- Explain European interest in exploring the New World.
- Distinguish between the types of colonial governments that were created.
- Explain British interest in the colonies.
- Describe the various economic systems that existed in the colonies.
- Explain the impact of religion and ethnicity on colonization.
- Identify the major explorers who traveled to the New World through map activities, in-class discussion, and written-response.
- Identify the causes and effects of exploration in written form or presentation.
- Investigate through research the economic draw to the New World.

**Core Activities:** Students will complete / participate in the following:

- Reading Informational Text: Students will read various articles on The Age of Exploration, reasons for exploration, obstacles of exploration, the Columbian Exchange, Northwest Passage and European colonization
- Explorers Wanted Poster Project
- Primary Source Assignment: Christopher Columbus' journal entries
- Columbian Exchange Model

**Extensions:**

- Writing assignments
- Differentiated texts
- Explorer Biographies
- Analyze current events to develop media literacy skills

**Remediation:**

- Vocabulary with definitions
- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

**Instructional Methods:**

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, presentations, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

**Materials & Resources:**

- Google Slides and PowerPoint presentations
- YouTube
- Primary Sources
- Online Resources
- Internet based educational websites

**Assessments:**

- Diagnostic: Group Discussion, Open-Ended Responses
- Formative: Higher and Lower-level questions, peer review, daily bell-ringers, class discussions, projects
- Summative Assessment: Quizzes, tests, reading analysis with questions and essays

## Curriculum Scope & Sequence

**Title of planned course:** Early American History

**Unit:** The 13 Colonies

**Time Frame:** 7 weeks

**PA State Academic Standards:**

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.3.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

**Essential Objectives:** By the end of the unit, students will be able to:

- Locate the 13 colonies on a map.
- Describe the specific qualities for each of the 13 colonies.
- Identify differences between the 13 colonies based on geographical region.
- Describe the sequence of the triangular trade route.
- Explain how and why slavery began.
- Recall conditions for slaves traveling across the Middle Passage.
- Identify the 13 colonies and their specific attributes, in-class discussion, and written-response.
- Describe the differences between each geographical region of the colonies, using the textbook, notes and online sources.
- Read a primary source and describe the conditions on slave ships traveling through the Middle Passage.

**Core Activities:** Students will complete / participate in the following:

- Reading Informational Text: Students will read various articles on Roanoke, Jamestown, Southern colonies, Middle colonies, New England colonies, the Atlantic Slave trade
- CSI Roanoke: An investigation lesson into the lost colony
- *Horrors at Jamestown* Junior Scholastic article
- Compare and contrast the 13 colonies
- Southern colonies: Various articles about the history of the southern colonies, facts about the south, life in the southern colonies
- Middle colonies: Various articles about New Amsterdam, colonial fur trading, identifying characteristics of the Quakers
- New England colonies: Various articles about the Mayflower & Plymouth colony, analyzing the *Mayflower Compact*, lesson on puritan life, and analyzing cause and effect of the Salem Witch trials, compare and contrast the Quakers & Puritan lifestyles
- Map of the Atlantic Slave Trade and reasons for its existence
- Reading a primary source and describe the conditions on slave ships

**Extensions:**

- Writing assignments
- Differentiated texts
- Textbook notes
- Analyze current events to develop media literacy skills

**Remediation:**

- Vocabulary with definitions
- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

**Instructional Methods:**

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, projects, presentations, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

**Materials & Resources:**

- Google Slides and PowerPoint presentations
- *Junior Scholastic Magazine*
- YouTube
- Primary Sources
- Online Resources
- Internet based educational websites

**Assessments:**

- Diagnostic: Group Discussion, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student notes
- Summative Assessment: Formal writing, quizzes, test, reading analysis with questions and essays

## Curriculum Scope & Sequence

**Title of planned course:** Early American History

**Unit:** Causes of the American Revolution

**Time Frame:** 6 weeks

**PA State Academic Standards:**

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.3.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

**Essential Objectives:** By the end of the unit, students will be able to:

- Identify the causes of the French and Indian War.
- Describe the effects that the war had on the colonies.
- Explain how the French and Indian War fostered the American Revolution.
- Identify how the war affected the relationship between Native Americans and the colonists.
- Organize and identify the events in chronological order that led to the beginning of the American Revolution.
- Explain how and why the colonists reacted to the British taxes.
- Explain the phrase “no taxation without representation.”
- Compare French, British, and Colonial perceptions of the conflict.
- Explain how the French and Indian War foreshadowed the American Revolution through group activities, projects, presentations, and written-response.
- Research the various taxes and laws imposed upon the colonies by the British.
- Explain the phrase “no taxation without representation,” through research, group activities, written-response, presentation, etc.
- Identify the major events that led to the beginning of the American Revolution through the following means: timeline, essay, presentation, guided practice, group work, guided notes, etc.
- Discuss bias and point of view while examining photos of the Boston Massacre.

**Core Activities:** Students will complete / participate in the following:

- Reading Informational Text: Students will read various articles on the French & Indian War, various acts imposed by the British, and various events leading up to the American Revolution
- French and Indian War Map (before war and after war)
- *Join or Die* Primary Source Analysis
- Primary Source readings of Stamp Act, Quartering Act, Declaratory Act, Townshend Act and Intolerable Acts
- Identifying if a colonist is a patriot or a loyalist, when given various biographies
- Analyzing the Boston Massacre and identifying bias in artwork
- STEM Challenge: Boston Tea Party crate construction
- Listening to Patrick Henry’s famous speech
- Retracing Paul Revere’s midnight ride using maps

**Extensions:**

- Writing assignments
- Differentiated texts
- Analyze current events to develop media literacy skills

**Remediation:**

- Vocabulary with definitions
- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

**Instructional Methods:**

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, projects, presentations, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

**Materials & Resources:**

- Google Slides and PowerPoint presentations
- YouTube
- Primary Sources
- Online Resources
- Internet based educational websites
- Online maps

**Assessments:**

- Diagnostic: Group Discussion, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student notes
- Summative Assessment: Formal writing, reading analysis with questions and essay

## Curriculum Scope & Sequence

**Title of planned course:** Early American History

**Unit:** The American Revolution

**Time Frame:** 6 weeks

### **PA State Academic Standards:**

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.3.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

**Essential Objectives:** By the end of the unit, students will be able to:

- Provide their opinion on the American Revolution.
- Explain why the Declaration of Independence was written.
- Explain the impact of the American Revolution on the colonies.
- Identify the reasons that the American colonists were able to win the war.
- Describe how the war changed the colonists' perception of government.
- Describe what independence meant to the colonists.
- Explain the impact that the American Revolution had on ethnic and religious divisions.
- Identify the decisive events in the American Revolution that led to an American victory.
- Identify the key figures associated with the American Revolution.
- Identify major battles and campaigns through map activities.
- Read, analyze, and interpret both primary and secondary sources relating to the American Revolution.
- Research and present their findings through small group activities, class presentations, or formal writing.
- Students will participate in a simulation lesson, where they are assigned a role within the continental army and make decisions based on factual information.

**Core Activities:** Students will complete / participate in the following:

- Reading Informational Text: Students will read various articles on the Siege of Boston, Thomas Paine's *Common Sense*, the *Declaration of Independence*, strengths and weaknesses of the continental army, Valley Forge, Yorktown
- Play: *Siege of Boston* Junior Scholastic article
- Bunker Hill Escape Room
- *Common Sense* Primary Source Analysis
- *Declaration of Independence* Scavenger Hunt
- Identifying the strengths and weaknesses of both the British and Continental Armies
- Identifying who fought in the revolutionary war
- American Revolution Simulation: Students create a profile and become a part of the war. While learning about famous battles and important contributors, students will collaborate with fellow spies, officers and/or soldiers to make decisions about the American Revolution. Using their identities, students reflect in a journal on their war-time experiences.

**Extensions:**

- Writing assignments
- Differentiated texts
- Analyze current events to develop media literacy skills

**Remediation:**

- Vocabulary with definitions
- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

**Instructional Methods:**

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, projects, presentations, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

**Materials & Resources:**

- Google Slides and PowerPoint presentations
- *Junior Scholastic Magazine*
- YouTube
- Primary Sources
- Online Resources
- Internet based educational websites

**Assessments:**

- Diagnostic: Group Discussion, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: Formal writing, quizzes, reading analysis with questions

## Curriculum Scope & Sequence

**Title of planned course:** Early American History

**Unit:** Creating a New Nation

**Time Frame:** 7 weeks

### **PA State Academic Standards:**

- 8.1.7.A - Demonstrate continuity and change over time using sequential order and context of events.
- 8.1.7.B - Identify and use primary and secondary sources to analyze multiple points of view for historical events.
- 8.1.7.C - Form a thesis statement on an assigned topic using appropriate primary and secondary sources.
- 8.3.7.A - Summarize the social, political, cultural, and economic contributions of individuals and groups throughout United States history.
- 8.3.7.B - Examine the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.7.C - Compare how continuity and change have impacted U.S. history.
- 8.4.7.D - Examine conflict and cooperation among groups and organizations in U.S. history.

**Essential Objectives:** By the end of the unit, students will be able to:

- Explain why the Articles of Confederation was considered to be weak.
- Describe why there was a need for a strong central government following the American Revolution.
- Describe why some Americans were wary of a strong central government.
- Identify the different beliefs and compromises that shaped the writing of the Constitution.
- Explain how colonial experiences under Great Britain affected the writing of the Constitution.
- Describe the four compromises written in the Constitution.
- Describe the three branches of government, and their specific responsibilities.
- Explain the importance of the Bill of Rights in the passage of the Constitution.
- Diagram the branches of government outlined by the Constitution.
- Read, analyze, and interpret the Constitution.
- Compare the viewpoints of a federalist and an anti-federalist.
- Compare the powers of state government versus federal government.
- Understand the process of adding an amendment to the Constitution.

**Core Activities:** Students will complete / participate in the following:

- Reading Informational Text: Students will read various articles on the *Articles of Confederation*, *The Constitution*, compromises found within the *Constitution*, Federalists, Anti-Federalists
- Graphic organizer identifying the weaknesses of the *Articles of Confederation*
- Outlining four compromises discussed at the Constitutional Convention
- *The Constitution* scavenger hunt and *Junior Scholastic Magazine* article
- Legal Brief Project: Using the *Constitution*, students will role-play as a young legal clerk to learn about the branches of government, checks and balances, adding amendments and federalism. Students will be given 'answers' to various questions and must verify the response using the *Constitution*.
- Analyzing the *Bill of Rights* and each amendment's importance

**Extensions:**

- Writing assignments
- Differentiated texts
- Analyze current events to develop media literacy skills

**Remediation:**

- Vocabulary with definitions
- Teacher directed small groups
- Graphic organizers
- Differentiated or modified texts

**Instructional Methods:**

- Direct Instruction: Note-taking strategies, demonstrations on how to read, analyze, and annotate articles and in-class readings, power-point presentations, supplementary documentaries, graphic organizers
- Group Work: group discussions, student-led groups, poster projects, web-quests, presentations, skits, newscasts, documentary writing, jigsaws, current events
- Independent work: student research, reading, annotating, graphic organizers, highlighting of documents, articles, etc.

**Materials & Resources:**

- Google Slides with PowerPoints
- *Junior Scholastic Magazine*
- YouTube
- Primary Sources
- Online Resources
- Internet based educational websites

**Assessments:**

- Diagnostic: Group Discussion, Pre-Test, Open-Ended Responses
- Formative: Higher and Lower-level questions, open-ended response questions, peer review, daily bell-ringers, classroom worksheets, class discussions, projects, mini-research activities, student created outlines and notes
- Summative Assessment: formal writing, quizzes, reading analysis with questions and essays, legal brief packet