

## Key Idea 7.1: Native Americans

<p><b>Unit Title/Key Ideas</b></p>	<p>7.1 NATIVE AMERICANS: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2; Themes: ID, MOV, GEO)</p>
<p><b>Conceptual Understandings</b></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><b>Essential (Compelling) Questions</b></p>	<ul style="list-style-type: none"> <li>● Where do people choose to live?</li> <li>● Are Americans civilized?</li> <li>● Does geography help or hurt the development of civilizations?</li> </ul>
<p><b>Content Specifications</b></p>	<ul style="list-style-type: none"> <li>● Students will examine theories of human settlement of the Americas.</li> <li>● Students will compare and contrast different Native American culture groups, with a focus on the influence geographic factors had on their development, including Sioux and Anasazi.</li> <li>● Students will examine the various Native American culture groups located within what became New York State including Haudenosaunee (Iroquois), and the influence geographic factors had on their development.</li> </ul>
<p><b>Content (Supporting) Questions</b></p>	<ul style="list-style-type: none"> <li>● Why did early Americans migrate?</li> <li>● How does environment impact housing, culture, and way of life?</li> <li>● How did geography impact the development of the Iroquois society?</li> </ul>
<p><b>Social Studies Practices (How?)</b></p>	<p>A. Gathering, Interpreting and Using Evidence (sources on Native Americans)</p> <ul style="list-style-type: none"> <li>● Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> </ul> <p>D. Geographic Reasoning (compare and contrast Native societies)</p> <ul style="list-style-type: none"> <li>● Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</li> <li>● Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States</li> </ul>
<p><b><i>Unifying Themes (How?)</i></b></p>	<ul style="list-style-type: none"> <li>Individual Development and Cultural Identity (ID) (Diverse Native Cultures)</li> <li>Development, Movement, and Interaction of Cultures (MOV) (Early Migration)</li> <li>Geography, Humans, and the Environment (GEO) (Environmental Adaptations)</li> </ul>
<p><b><i>Common Core Standards for Reading/ College and Career Standards for Writing</i></b></p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul> <p><b>Writing:</b></p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul>
<p><b><i>Formative/Summative Performance Tasks</i></b></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Native American societies</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li><u>Document Based Inquiries</u>: Was Christopher Columbus a hero or a villain? Was the Columbian Exchange a positive or negative turning point in history?</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <u>Thematic Essay</u>: Historical Context: Early in American history, Native Americans followed herds of mammoths over a land bridge connecting Asia with North America. They migrated throughout North America settling in various regions. Each region had its own characteristics, such as climate and geography, to which the Native Americans had to adapt.</li></ul> |
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## Key Idea 7.2: Colonial Developments

<p><b><i>Unit Title/Key Ideas</i></b></p>	<p>7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally. (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)</p>
<p><b><i>Conceptual Understandings</i></b></p>	<ul style="list-style-type: none"> <li>● 7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.</li> <li>● 7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from losses of life and land due to the Encounter with Europeans justified by the “Doctrine of Discovery.”</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
<p><b><i>Essential (Compelling) Questions</i></b></p>	<p>What happens when cultures meet?</p>
<p><b><i>Content Specifications</i></b></p>	<ul style="list-style-type: none"> <li>● Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.</li> <li>● Students will compare and contrast British interactions with the Wampanoag, Dutch interactions with the Mahican, Mohawk or Munsee, French interactions with the Algonquin, and Spanish interactions with the Muscogee.</li> <li>● Students will investigate other Native American societies found in their locality and their interactions with European groups.</li> <li>● Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans</li> <li>● Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.</li> <li>● Students will examine the economic, social, and political characteristics of each colonial region.</li> <li>● Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.</li> <li>● Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.</li> <li>● Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition.</li> <li>● Students will examine Dutch relations with Native Americans.</li> <li>● Students will describe the conditions of the Middle Passage. Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.</li> <li>● Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.</li> <li>● Within the context of New York State history, students will distinguish between indentured servitude and slavery.</li> </ul>
<p><b>Content (Supporting) Questions</b></p>	<ul style="list-style-type: none"> <li>● Why do we explore?</li> <li>● How did geography affect the development of Colonial America?</li> <li>● Why did early Europeans migrate to America?</li> </ul>

	<ul style="list-style-type: none"> <li>● Has Puritanism shaped American values?</li> <li>● Was colonial America a democratic society?</li> <li>● Was slavery the basis of freedom in colonial America?</li> <li>● To what extent was colonial America a land of [<i>choose one</i>: opportunity, liberty, ordeal, and/or oppression]?</li> </ul>
<p><b>Social Studies Practices (How?)</b></p>	<p>A. Gathering, Interpreting, and Using Evidence (comparing sources on Explorers)</p> <ul style="list-style-type: none"> <li>● Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> </ul> <p>C. Comparison and Contextualization (Colonial regions)</p> <ul style="list-style-type: none"> <li>● Understand the roles that periodization and region play in developing the comparison of colonial settlements in North America. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.</li> </ul> <p>D. Geographic Reasoning (adaptations to colonial regions)</p> <ul style="list-style-type: none"> <li>● Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</li> </ul>
<p><b>Unifying Themes (How?)</b></p>	<p>Development, Movement, and Interaction of Cultures (MOV) (colonial settlement)</p> <ul style="list-style-type: none"> <li>● Cultural diffusion and change over time as facilitating different ideas and beliefs</li> </ul> <p>Geography, Humans, and the Environment (GEO) (Colonial Settlement)</p> <ul style="list-style-type: none"> <li>● Spatial patterns of place and location</li> </ul> <p>Creation, Expansion, and Interaction of Economic Systems (ECO) (Mercantilism)</p> <ul style="list-style-type: none"> <li>● Economic systems</li> <li>● Trade, interdependence, and globalization</li> </ul> <p>Science, Technology, and Innovation (TECH) (Navigation technologies)</p> <ul style="list-style-type: none"> <li>● Relationship between science, technology, and innovation and social, cultural, and economic change</li> </ul> <p>Global Connections and Exchange (EXCH) (columbian Exchange)</p> <ul style="list-style-type: none"> <li>● Cultural diffusion; the spread of ideas, beliefs, technology, and goods</li> </ul>
<p><b>Common Core Standards for</b></p>	<p><b>Reading:</b> <b>Key ideas and details</b></p>

<p><b>Reading/ College and Career Standards for Writing</b></p>	<ul style="list-style-type: none"> <li>● Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.</li> </ul> <p><b>Writing:</b></p> <p><b>Text types and purposes</b></p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.</li> </ul> <p><b>Production and distribution of writing</b></p> <ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>
<p><b>Formative/Summative Performance Tasks</b></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Colonial Brochure</li> <li>● Document Based Inquiries: <ul style="list-style-type: none"> <li>○ Was Christopher Columbus a hero or a villain?</li> <li>○ Was the Columbian Exchange a positive or negative turning point in history?</li> </ul> </li> </ul> <p><a href="https://drive.google.com/a/msd23.org/file/d/0B9ofU4IQmXV9b0hwYnJRcjlPY1k/view?usp=sharing">https://drive.google.com/a/msd23.org/file/d/0B9ofU4IQmXV9b0hwYnJRcjlPY1k/view?usp=sharing</a></p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Quarterly #1: Thematic Essay: <a href="https://docs.google.com/document/d/1BUbem1q-bY_VqYL9isvr73aaSt3KHnfVg5lezByxXVo/edit">https://docs.google.com/document/d/1BUbem1q-bY_VqYL9isvr73aaSt3KHnfVg5lezByxXVo/edit</a></li> <li>● Engage NY 7th Grade Pilgrims and Native Americans Inquiry (Coming Soon) <a href="https://goo.gl/OrlnXZ">https://goo.gl/OrlnXZ</a></li> </ul>

## Key Idea 7.3: American Independence

<p><b><i>Unit Title/Key Ideas</i></b></p>	<p>7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)</p>
<p><b><i>Conceptual Understandings</i></b></p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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.</li> <li>● 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.</li> <li>● 7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Iroquois (Haudenosaunee) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.</li> </ul>
<p><b><i>Essential (Compelling) Questions</i></b></p>	<ul style="list-style-type: none"> <li>● What is a revolution?</li> <li>● Was the American Revolution more about change or war?</li> </ul>
<p><b><i>Content Specifications</i></b></p>	<ul style="list-style-type: none"> <li>● Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.</li> <li>● Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.</li> <li>● Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.</li> </ul>



	<ul style="list-style-type: none"> <li>● Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification, and the influence of Haudenosaunee ideas in their development.</li> <li>● Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.</li> <li>● Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.</li> <li>● Students will compare the proportions of loyalists and patriots in different regions of the New York colony.</li> <li>● Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.</li> <li>● Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence.</li> <li>● Students will examine the Declaration of Independence and the arguments for independence stated within it.</li> <li>● Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.</li> <li>● Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.</li> <li>● Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.</li> </ul>
<p><b>Content (Supporting) Questions</b></p>	<ul style="list-style-type: none"> <li>● What happens when nations go to war?</li> <li>● Could the Revolution have been avoided?</li> <li>● Did Great Britain lose more than it gained from its victory in the French and Indian War?</li> <li>● Were the colonists justified in resisting British policies after the French and Indian War?</li> <li>● Was the American War for Independence [<i>choose one</i>: a revolt against taxes, inevitable]?</li> <li>● Would you have been a revolutionary in 1776?</li> </ul>

	<ul style="list-style-type: none"> <li>● Did the Declaration of Independence establish the foundation of American government?</li> <li>● Was the American Revolution a “radical” revolution?</li> <li>● Do individuals have a greater impact than larger groups in society in starting war?</li> </ul>
<p style="text-align: center;"><b><i>Social Studies Practices (How?)</i></b></p>	<p>A. Gathering, Interpreting and Using Evidence (comparing sources on pre revolutionary events)</p> <ul style="list-style-type: none"> <li>● Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)</li> <li>● Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.</li> </ul> <p>B. Chronological Reasoning (Causes of Revolution)</p> <ul style="list-style-type: none"> <li>● Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> <li>● Identify causes and effects, using examples from current events, grade-level content, and historical events.</li> </ul>
<p style="text-align: center;"><b><i>Unifying Themes (How?)</i></b></p>	<p>Time, Continuity, and Change (TCC) (Viewpoints on pre-revolutionary events)</p> <ul style="list-style-type: none"> <li>● Reading, reconstructing, and interpreting events</li> <li>● Analyzing causes and consequences of events and developments</li> <li>● Considering competing interpretations of events</li> </ul> <p>Power, Authority, and Governance (GOV) (Causes of the Revolution)</p> <ul style="list-style-type: none"> <li>● Fundamental principles and values of constitutional democracy</li> <li>● Origins, uses, and abuses of power</li> <li>● Conflict, diplomacy, and war</li> </ul> <p>Creation, Expansion, and Interaction of Economic Systems (ECO) (British mercantilism and trade restrictions)</p> <ul style="list-style-type: none"> <li>● Economic systems Trade, interdependence, and globalization</li> <li>● Role of government in the economy</li> </ul>
<p style="text-align: center;"><b><i>Common Core Standards for Reading/ College and</i></b></p>	<p><b>Reading:</b> <b>Key ideas and details</b></p>

<p><b>Career Standards for Writing</b></p>	<ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>● Assess how point of view or purpose shapes the content and style of a text.</li> </ul> <p><b>Integration of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>● Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence</li> </ul> <p><b>Writing:</b></p> <p><b>Text types and purposes</b></p> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.</li> </ul> <p><b>Production and distribution of writing</b></p> <ul style="list-style-type: none"> <li>● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul> <p><b>Research to build a present knowledge</b></p> <ul style="list-style-type: none"> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p><b>Range of writing</b></p> <ul style="list-style-type: none"> <li>● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>
<p><b>Formative/Summative Performance Tasks</b></p>	<p><b>Formative:</b> Examine Patriot and Loyalists Perspective</p> <ul style="list-style-type: none"> <li>● Graffiti Brick</li> <li>● Boston Massacre</li> </ul>

- Lexington and Concord

**Summative:**

- DBQ: Justification of war with Britain  
<https://docs.google.com/a/msd23.org/document/d/1bsCl3ljLEGgccgNkODzImIFPTjEwZ2fX4R9Kz1ere6c/edit?usp=sharing>
- Argumentative Essay:  
[https://drive.google.com/a/msd23.org/file/d/0B-Wn\\_D18lf6\\_Skx2RHo1OGhuYTA/view?usp=sharing](https://drive.google.com/a/msd23.org/file/d/0B-Wn_D18lf6_Skx2RHo1OGhuYTA/view?usp=sharing)
- Road to Revoltuion DBQ: <https://drive.google.com/a>
- Engage NY 7th Grade American Revolution Inquiry (Coming Soon) <https://goo.gl/OrlnXZ>

## Key Idea 7.4: Historical Development of the Constitution

<p><b><i>Unit Title/Key Ideas</i></b></p>	<p>7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)</p>
<p><b><i>Conceptual Understandings</i></b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
<p><b><i>Essential (Compelling) Questions</i></b></p>	<p>What is the purpose of government?</p>
<p><b><i>Content Specifications</i></b></p>	<ul style="list-style-type: none"> <li>● Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.</li> <li>● Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.</li> <li>● Students will examine how key issues were resolved during the Constitutional Convention, including: <ul style="list-style-type: none"> <li>○ state representation in Congress (Great Compromise or bicameral legislature) the balance of power between the federal and state governments (establishment of the system of federalism)</li> <li>○ the prevention of parts of government becoming too powerful (the establishment of the three branches)</li> <li>○ the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)</li> </ul> </li> <li>● Students will examine the role of New York State residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.</li> </ul>
<p style="text-align: center;"><b><i>Content (Supporting) Questions</i></b></p>	<ul style="list-style-type: none"> <li>● Why do we need government?</li> <li>● What is a citizen?</li> <li>● What were the strengths and weaknesses of the Articles of Confederation?</li> <li>● How did compromise shape the Constitution?</li> <li>● How does our state government or our federal government have a greater impact on our lives?</li> <li>● How does the system of checks and balances provide our nation with an effective and efficient government?</li> <li>● How does separation of powers and checks and balances make our government work too slowly?</li> <li>● Is a strong federal system the most effective government for the United States?</li> <li>● Which level of government, federal or state, can best solve our nation's problems?</li> <li>● Is the Constitution a living document?</li> <li>● Did the Founders lay the Foundation for Civil War?</li> </ul>

***Social Studies  
Practices (How?)***

- A. Gathering, Interpreting and Using Evidence (Constitutional Convention/Plans of Government)
- Describe and analyze arguments of others, with support.
  - Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.
- B. Chronological Reasoning (Did the Founders lay the Foundation for Civil War)
- Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
  - Distinguish between long-term and immediate causes and effects of an event from current events or history.
- D. Geographic Reasoning (Did the Founders lay the Foundation for Civil War)
- Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
  - Characterize and analyze changing interconnections between places and regions.
- E. Economic and Economic Systems (Slavery in the Constitution) (Did the Founders lay the Foundation for Civil War)
- Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
- F. Civic Participation (What is the purpose of government)
- Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.
  - Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.
  - Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.

<p><b><i>Unifying Themes (How?)</i></b></p>	<p>Power, Authority, and Governance (GOV) (Constitutional Compromises)</p> <ul style="list-style-type: none"> <li>● Individual rights and responsibilities as protected and challenged within the context of majority rule</li> <li>● Fundamental principles and values of constitutional democracy</li> </ul> <p>Civic Ideals and Practices (CIV) (Ratification)</p> <ul style="list-style-type: none"> <li>● Basic freedoms and rights and responsibilities of citizens in a democratic republic</li> <li>● Civic participation and engagement</li> </ul>
<p><b><i>Common Core Standards for Reading/ College and Career Standards for Writing</i></b></p>	<p><b>Reading:</b></p> <p><b>Key ideas and details</b></p> <ul style="list-style-type: none"> <li>● Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> </ul> <p><b>Range of reading and level of text complexity</b></p> <ul style="list-style-type: none"> <li>● Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul> <p><b>Writing:</b></p> <p><b>Text types and purposes</b></p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul> <p><b>Production and distribution of writing</b></p> <ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul> <p><b>Research to build a present knowledge</b></p> <ul style="list-style-type: none"> <li>● Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</li> </ul>



***Formative/Summative  
Performance Tasks***

**Formative:**

- Analyzing the weakness of the Articles of Confederation (History Alive)

**Summative:**

- Constitutional Convention: DBQ Essay  
[https://docs.google.com/a/msd23.org/document/d/1x\\_QYSE8LPh1z8o0prY6OKf8bbbceD91AyOPatuSQ0Ps/edit?usp=sharing](https://docs.google.com/a/msd23.org/document/d/1x_QYSE8LPh1z8o0prY6OKf8bbbceD91AyOPatuSQ0Ps/edit?usp=sharing)
- Engage NY 7th Grade Great Compromise Inquiry (Coming Soon) <https://goo.gl/OrInXZ>

## Key Idea 7.5: The Constitution in Practice

<p><b><i>Unit Title/Key Ideas</i></b></p>	<p>7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)</p>
<p><b><i>Conceptual Understandings</i></b></p>	<ul style="list-style-type: none"> <li>● 7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
<p><b><i>Essential (Compelling) Questions</i></b></p>	<p>How does the constitution respond to societal issues?</p>
<p><b><i>Content Specifications</i></b></p>	<ul style="list-style-type: none"> <li>● Students will identify powers granted to the federal government and examine the language used to grant powers to the states.</li> <li>● Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.</li> <li>● Students will examine how checks and balances work by tracing how a bill becomes a law. Students will identify the individual rights of citizens that are protected by the Bill of Rights.</li> <li>● Students will examine the process for amending the constitution.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will examine the evolution of the unwritten constitution, such as Washington’s creation of the presidential cabinet and the development of political parties.</li> <li>● Students will examine the changes to the New York State Constitution and how they were made during the 19th century.</li> <li>● 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.</li> <li>● Students will examine the Monroe Doctrine and its effects on foreign policy</li> </ul>
<p style="text-align: center;"><b><i>Content (Supporting) Questions</i></b></p>	<ul style="list-style-type: none"> <li>● Did the constitution create a more perfect Union?</li> <li>● Does our diversity of ideas in regard to government make us a stronger nation?</li> <li>● How does a nation grow?</li> <li>● Did the Supreme Court under John Marshall give too much power to the federal government (at the expense of the states)?</li> <li>● Does an increase in the number of voters make a country more democratic?</li> <li>● Should power be centered in the national or state government?</li> <li>● Was the Monroe Doctrine a policy of expansion or self-defense? Was the Monroe Doctrine a “disguise” for American imperialism?</li> </ul>
<p style="text-align: center;"><b><i>Social Studies Practices (How?)</i></b></p>	<p>A. Gathering, Interpreting and Using Evidence (National vs. state)</p> <ul style="list-style-type: none"> <li>● Describe and analyze arguments of others, with support.</li> <li>● Make inferences and draw general conclusions from evidence.</li> <li>● Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument’s author shapes the selection of evidence used to support it.</li> </ul> <p>B. Chronological Reasoning (Bill of Rights)</p> <ul style="list-style-type: none"> <li>● Identify causes and effects, using examples from current events, grade-level content, and historical events.</li> <li>● Distinguish between long-term and immediate causes and effects of an event from current events or history.</li> </ul> <p>C. Comparison and Contextualization (Monroe Doctrine)</p>

	<ul style="list-style-type: none"> <li>● Identify and categorize multiple perspectives on a given historical experience.</li> </ul> <p>D. Geographic Reasoning (Louisiana Purchase)</p> <ul style="list-style-type: none"> <li>● Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</li> <li>● Characterize and analyze changing interconnections between places and regions.</li> </ul> <p>E. Economic and Economic Systems (Louisiana Purchase)</p> <ul style="list-style-type: none"> <li>● Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.</li> <li>● Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.</li> <li>● Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</li> <li>● Explain how government policies affected the economies in colonial and early United States history.</li> </ul> <p>F. Civic Participation (Bill of Rights)</p> <ul style="list-style-type: none"> <li>● Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.</li> <li>● Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</li> <li>● Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.</li> <li>● Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.</li> </ul>
<p><b><i>Unifying Themes (How?)</i></b></p>	<p>Time, Continuity, and Change (TCC) (Louisiana, War of 1812, Hamilton's financial plan)</p> <ul style="list-style-type: none"> <li>● Analyzing causes and consequences of events and developments</li> <li>● Considering competing interpretations of events</li> </ul> <p>Power, Authority, and Governance (GOV) (Principles of Constitution)</p> <ul style="list-style-type: none"> <li>● Purposes, characteristics, and functions of various governance systems as they are practiced</li> </ul>

	<ul style="list-style-type: none"> <li>• Fundamental principles and values of constitutional democracy</li> </ul> <p>Civic Ideals and Practices (CIV) (Bill of Rights)</p> <ul style="list-style-type: none"> <li>• Basic freedoms and rights and responsibilities of citizens in a democratic republic</li> <li>• Role of the citizen in the community and nation and as a member of the global community</li> <li>• Civic participation and engagement</li> </ul>
<p><b><i>Common Core Standards for Reading/ College and Career Standards for Writing</i></b></p>	<p><b>Reading:</b></p> <p><b>Key ideas and details</b></p> <ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Assess how point of view or purpose shapes the content and style of a text.</li> </ul> <p><b>Integration of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>• Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> <li>• Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence</li> </ul> <p><b>Writing:</b></p> <p><b>Text types and purposes</b></p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul> <p><b>Production and distribution of writing</b></p> <ul style="list-style-type: none"> <li>• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul> <p><b>Research to build a present knowledge</b></p> <ul style="list-style-type: none"> <li>• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>

***Formative/Summative  
Performance Tasks***

**Formative:**

- Bill of Rights Trial
- Lewis and Clark Journals
- War of 1812 document analysis
- Monroe Doctrine political cartoons

**Summative:**

- Constitution DBQ:  
[https://drive.google.com/a/msd23.org/file/d/0B-Wn\\_D18lf6\\_UG5yUkFHamlKQzg/view?usp=sharing](https://drive.google.com/a/msd23.org/file/d/0B-Wn_D18lf6_UG5yUkFHamlKQzg/view?usp=sharing)

## Key Idea 7.6: Westward Expansion

<b>Unit Title/Key Ideas</b>	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. (Standards: 1, 3; Themes: ID, MOV, TCC, GEO)
<b>Conceptual Understandings</b>	<ul style="list-style-type: none"> <li>● 7.6a 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.</li> <li>● 7.6b Westward expansion provided opportunities for some groups while harming others.</li> </ul>
<b>Essential (Compelling) Questions</b>	Why do people move?
<b>Content Specifications</b>	<ul style="list-style-type: none"> <li>● Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.</li> <li>● Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.</li> <li>● Students will examine the growth of suffrage for white men during Andrew Jackson's administration.</li> <li>● Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.</li> <li>● Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.</li> <li>● Students will examine the ways westward movement affected the lives of women and African Americans.</li> <li>● Students will examine the policies of New York State toward Native Americans at this time.</li> </ul>

<p><b>Content (Supporting) Questions</b></p>	<ul style="list-style-type: none"> <li>● How does a nation grow?</li> <li>● Should the United States have allowed the Indians to retain their tribal identity?</li> <li>● Does a geographic minority have the right to ignore the laws of a national majority?</li> <li>● Did Andrew Jackson advance or retard the cause of democracy?</li> <li>● Was the Age of Jackson an age of democracy?</li> <li>● Does the United States have a mission to expand freedom and democracy?</li> <li>● To what extent were railroads the “engine” for economic growth and national unity in the United States during the nineteenth century?</li> <li>● How did the United States expand its borders between 1800 and 1850?</li> </ul>
<p><b>Social Studies Practices (How?)</b></p>	<p>C. Comparison and Contextualization (Indian Removal/Trail of Tears)</p> <ul style="list-style-type: none"> <li>● Identify and categorize multiple perspectives on a given historical experience</li> </ul> <p>E. Economic and Economic Systems (Erie Canal)</p> <ul style="list-style-type: none"> <li>● Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people</li> <li>● Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.</li> </ul>
<p><b>Unifying Themes (How?)</b></p>	<p>Individual Development and Cultural Identity (ID)</p> <ul style="list-style-type: none"> <li>● Personal identity as a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences</li> </ul> <p>Development, Movement, and Interaction of Cultures (MOV) (Mexican American War)</p> <ul style="list-style-type: none"> <li>● Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture, such as its institutions or literature, music, and art</li> <li>● Cultural diffusion and change over time as facilitating different ideas and beliefs</li> </ul> <p>Time, Continuity, and Change (TCC) (impact on Native Americans)</p> <ul style="list-style-type: none"> <li>● Analyzing causes and consequences of events and developments</li> <li>● Considering competing interpretations of events</li> </ul> <p>Geography, Humans, and the Environment (GEO) (migration of groups of people west)</p>



	<ul style="list-style-type: none"> <li>● Relationship between human populations and the physical world (people, places, and environments)</li> <li>● Effect of human activities on the environment</li> <li>● Spatial patterns of place and location</li> </ul>
<p style="text-align: center;"><b>Common Core Standards for Reading/ College and Career Standards for Writing</b></p>	<p><b>Reading:</b></p> <p><b>Key ideas and details</b></p> <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Assess how point of view or purpose shapes the content and style of a text.</li> </ul> <p><b>Integration of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>● Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.</li> </ul> <p><b>Range of reading and level of text complexity</b></p> <ul style="list-style-type: none"> <li>● Read and comprehend complex literary and informational texts independently and proficiently</li> </ul> <p><b>Writing:</b></p> <p><b>Text types and purposes</b></p> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul> <p><b>Research to build a present knowledge</b></p> <ul style="list-style-type: none"> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul> <p><b>Range of writing</b></p> <ul style="list-style-type: none"> <li>● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>

***Formative/Summative  
Performance Tasks***

**Formative:**

- Texas Annexation documents
- Manifest Destiny Painting Analysis
- Mexican American War justification debate

**Summative:**

- Engage NY 7th Grade Western Migration Inquiry (Coming Soon) <https://goo.gl/OrlnXZ>
- NYC Schools Manifest Destiny assessment
  - [http://schools.nyc.gov/NR/rdonlyres/EFC17F1D-835E-40C5-B2BE-407D685C03D3/131879/NYCDOE\\_G7\\_LiteracySS\\_ManifestDestiny\\_Final.pdf](http://schools.nyc.gov/NR/rdonlyres/EFC17F1D-835E-40C5-B2BE-407D685C03D3/131879/NYCDOE_G7_LiteracySS_ManifestDestiny_Final.pdf)
- Manifest Destiny
  - [https://docs.google.com/a/msd23.org/document/d/14amevYPxRVIPNYeuXnr-LVezX7f1FWzbsFqXa\\_JAgEU/edit?usp=sharing](https://docs.google.com/a/msd23.org/document/d/14amevYPxRVIPNYeuXnr-LVezX7f1FWzbsFqXa_JAgEU/edit?usp=sharing)

## Key Idea 7.7: Reform Movements

<p><b><i>Unit Title/Key Ideas</i></b></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. (Standards: 1, 5; Themes: SOC, CIV, GOV)</p>
<p><b><i>Conceptual Understandings</i></b></p>	<ul style="list-style-type: none"> <li>● 7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.</li> <li>● 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.</li> <li>● 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.</li> <li>● 7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system.</li> </ul>
<p><b><i>Essential (Compelling) Questions</i></b></p>	<p>Have reformers had a significant impact on the problems of American society?</p>
<p><b><i>Content Specifications</i></b></p>	<ul style="list-style-type: none"> <li>● Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.</li> <li>● Students will examine ways in which enslaved Africans organized and resisted their conditions.</li> <li>● Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.</li> <li>● Students will examine the effects of Uncle Tom’s Cabin on the public perception of slavery.</li> <li>● Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.</li> <li>● Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.</li> <li>• Students will trace the Anti-Rent movement in New York State.</li> </ul>
<b>Content (Supporting) Questions</b>	<ul style="list-style-type: none"> <li>• Does militancy advance or retard the goals of a protest movement?</li> <li>• Were abolitionists responsible reformers or irresponsible agitators?</li> <li>• How were people treated during 1800-1850?</li> </ul>
<b>Social Studies Practices (How?)</b>	<p>B. Chronological Reasoning (Abolition movement to Women’s Rights)</p> <ul style="list-style-type: none"> <li>• Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</li> </ul> <p>C. Comparison and Contextualization (Reform movements)</p> <ul style="list-style-type: none"> <li>• Identify and categorize multiple perspectives on a given historical experience</li> </ul>
<b>Unifying Themes (How?)</b>	<p>Development and Transformation of Social Structures (SOC) (Abolitionism)</p> <ul style="list-style-type: none"> <li>• Role of social class, systems of stratification, social groups, and institutions</li> <li>• Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture</li> <li>• Social and political inequalities</li> <li>• Expansion and access of rights through concepts of justice and human rights</li> </ul> <p>Power, Authority, and Governance (GOV) (Women’s involvement in reform movements)</p> <ul style="list-style-type: none"> <li>• Individual rights and responsibilities as protected and challenged within the context of majority rule</li> </ul> <p>Civic Ideals and Practices (CIV) (influence of reformers on government)</p> <ul style="list-style-type: none"> <li>• Role of the citizen in the community and nation and as a member of the global community</li> <li>• Civic participation and engagement</li> <li>• Respect for diversity</li> </ul>
<b>Common Core Standards for</b>	<b>Reading: Key ideas and details</b>

<p><b>Reading/ College and Career Standards for Writing</b></p>	<ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Assess how point of view or purpose shapes the content and style of a text</li> </ul> <p><b>Range of reading and level of text complexity</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul> <p><b>Writing:</b></p> <p><b>Text types and purposes</b></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> </ul> <p><b>Production and distribution of writing</b></p> <ul style="list-style-type: none"> <li>• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>
<p><b>Formative/Summative Performance Tasks</b></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• EngageNY 7th Grade Uncle Tom’s Cabin Inquiry: <a href="http://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55778b6fe4b004acf1e0f34a/1433897839875/NewYork_7_UncleTomsCabin.pdf">http://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55778b6fe4b004acf1e0f34a/1433897839875/NewYork_7_UncleTomsCabin.pdf</a></li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Engage NY 7th Grade Uncle Tom’s Cabin Inquiry: <a href="http://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55778b6fe4b004acf1e0f34a/1433897839875/NewYork_7_UncleTomsCabin.pdf">http://static1.squarespace.com/static/5342c12be4b01b8f6b78c1d5/t/55778b6fe4b004acf1e0f34a/1433897839875/NewYork_7_UncleTomsCabin.pdf</a></li> <li>• Engage NY 7th Grade Women’s Rights Inquiry (Coming Soon) <a href="https://goo.gl/OrInXZ">https://goo.gl/OrInXZ</a></li> </ul>

## Key Idea 7.8: A Nation Divided

<p><b><i>Unit Title/Key Ideas</i></b></p>	<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. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)</p>
<p><b><i>Conceptual Understandings</i></b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.</li> </ul>
<p><b><i>Essential (Compelling) Questions</i></b></p>	<p>What causes conflict?</p>
<p><b><i>Content Specifications</i></b></p>	<ul style="list-style-type: none"> <li>● Students will examine regional economic differences as they related to industrialization.</li> <li>● Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will examine growing sectional tensions, including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party.</li> <li>● Students will examine both long- and short-term causes of the Civil War. Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession.</li> <li>● Students will also identify the states that remained in the Union.</li> <li>● Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.</li> <li>● Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.</li> <li>● Students will examine the goals and content of Lincoln’s Emancipation Proclamation.</li> <li>● Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.</li> <li>● Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.</li> <li>● Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.</li> <li>● Students will examine the roles of women, civilians, and free African Americans during the Civil War.</li> <li>● Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia.</li> <li>● Students will explain how events of the Civil War led to the establishment of federal supremacy.</li> </ul>
<p><b><i>Content (Supporting) Questions</i></b></p>	<ul style="list-style-type: none"> <li>● Why does a nation divide?</li> <li>● Do people have the right to rebel against their own government?</li> <li>● Does slavery still exist today?</li> <li>● How can legislative compromises solve moral issues?</li> <li>● Can the Supreme Court settle moral issues?</li> <li>● Was slavery the primary cause of the Civil War?</li> </ul>

	<ul style="list-style-type: none"> <li>● Was the Civil War inevitable?</li> <li>● Does Abraham Lincoln deserve to be called the “Great Emancipator”?</li> <li>● To what extent did the rhetoric of Abraham Lincoln expand the concept of American democracy and freedom?</li> <li>● Was the Civil War worth its costs?</li> <li>● Do individuals have a greater impact than larger groups in society in starting war?</li> </ul>
<p style="text-align: center;"><b><i>Social Studies Practices (How?)</i></b></p>	<p>A. Gathering, Interpreting and Using Evidence (Civil War Documents)</p> <ul style="list-style-type: none"> <li>● Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</li> </ul> <p>C. Comparison and Contextualization (Civil War Documents)</p> <ul style="list-style-type: none"> <li>● Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.</li> </ul>
<p style="text-align: center;"><b><i>Unifying Themes (How?)</i></b></p>	<p>Time, Continuity, and Change (TCC) (Pre-Civil War events/actions)</p> <ul style="list-style-type: none"> <li>● Analyzing causes and consequences of events and developments</li> <li>● Considering competing interpretations of events</li> </ul> <p>Geography, Humans, and the Environment (GEO) (Industrialization and War)</p> <ul style="list-style-type: none"> <li>● Interactions between regions, locations, places, people, and environments</li> <li>● Spatial patterns of place and location</li> </ul> <p>Power, Authority, and Governance (GOV) (State vs Federal power, Secession)</p> <ul style="list-style-type: none"> <li>● Fundamental principles and values of constitutional democracy</li> <li>● Conflict, diplomacy, and war</li> </ul> <p>Creation, Expansion, and Interaction of Economic Systems (ECO) (Northern vs. Southern economies)</p> <ul style="list-style-type: none"> <li>● Production, distribution, and consumption</li> <li>● Scarcity of resources and the challenges of meeting wants and needs</li> <li>● Supply/demand and the coordination of individual choices</li> </ul>
<p style="text-align: center;"><b><i>Common Core Standards for</i></b></p>	<p><b>Reading:</b> <b>Key ideas and details</b></p>



<p><b>Reading/ College and Career Standards for Writing</b></p>	<ul style="list-style-type: none"> <li>● Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.</li> <li>● Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> </ul> <p><b>Integration of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>● Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words</li> </ul> <p><b>Range of reading and level of text complexity</b></p> <ul style="list-style-type: none"> <li>● Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul> <p><b>Writing:</b></p> <p><b>Text types and purposes</b></p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● Write narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.</li> </ul> <p><b>Production and distribution of writing</b></p> <ul style="list-style-type: none"> <li>● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul> <p><b>Range of writing</b></p> <ul style="list-style-type: none"> <li>● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ul>
<p><b>Formative/Summative Performance Tasks</b></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Analyzing Advantages and disadvantages using Civil War data charts and graphs</li> <li>● Analyzing impact of Civil War on: <ul style="list-style-type: none"> <li>○ Government</li> <li>○ African-Americans</li> </ul> </li> </ul>

- White Southerners
- Northerners

**Summative:**

- Causes of the Civil War DBQ:

[https://docs.google.com/a/msd23.org/document/d/1GmnIMsWQ\\_htUiXYvzAFaZXPCgXN1hJd5W6lGwpP7YIY/edit?usp=sharing](https://docs.google.com/a/msd23.org/document/d/1GmnIMsWQ_htUiXYvzAFaZXPCgXN1hJd5W6lGwpP7YIY/edit?usp=sharing)