



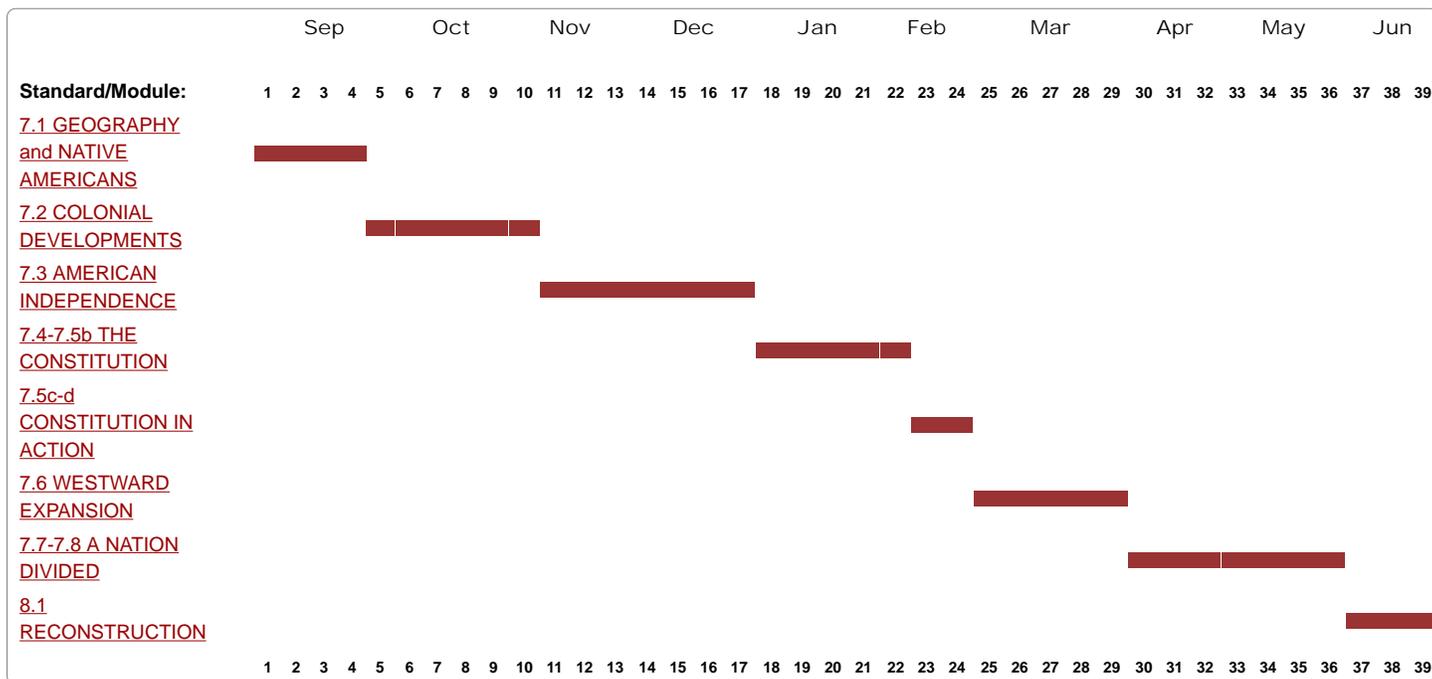
Monroe #2 - Orleans BOCES (Regional Collaboration)
Social Studies 7



Social Studies (Draft) > Grade 7 > Social Studies > **Social Studies 7**

Last Updated: [Friday, October 9, 2015](#) by Marijo Pearson

Collaboration



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7.1 GEOGRAPHY and NATIVE AMERICANS

Collaboration

Stage 1: Desired Results

Unit Overview

This unit is especially important because it establishes a basis for skills and content that will be used to teach follow-on units. In reflecting the new instructional shifts in teaching Social Studies, the key idea (concept) that will be taught in this unit will be that **the physical environment and natural resources of North America influenced the cultural development of the first peoples to arrive in North America**. This means studying various Native American societies that developed across North America as examples of this key idea. The conceptual understanding is that geography and climate influenced the cultural development of the earliest Native Americans. Human settlement patterns and local Native American history will also be reviewed and considered. To ensure that this unit outline does not become a "checklist of facts" for teachers to teach, emphasis will be on key ideas and concepts with facts to support these ideas and concepts left to teacher (and student) discretion.

Skills that will be initially taught in this unit include the ability to gather and interpret information as well as geographic reasoning and civic participation. The number of skills to be instructed in this unit has been limited to ensure a thorough understanding and mastery of these skills to enable follow-on skills (and content) to be successfully taught. This unit lasts approximately four to six weeks.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding
- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action
- Shift #3: Integrate Content and Skills Purposefully

Unit stresses key ideas and concepts and lets teachers and students provide examples to support these ideas/concepts with their own individual examples of Native American cultures.

Unit is based on compelling questions that promote group discussion and exploration of Native American cultures.

Students will integrate content and skills purposefully through individual, partner and group work.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 7th Grade

History of the United States and New York I

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)

- 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.
- -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.

- -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.

Additional Content Specifications

Key Vocabulary Terms

1. Culture 6. Geography
2. Society 7. Natural Resource
3. Native 8. Migration
4. Environment 9. Nomad
5. Climate 10. Adaptation

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. 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.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Craft and Structure

4. 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.

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 7th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 2. 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).

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- drawing inferences and making conclusions
- evaluating and analysis
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information

- 3. 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.
- 5. Make inferences and draw general conclusions from evidence.

E. Geographic Reasoning

- 1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.
- 2. 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.

F. Civic Participation

- 1. Demonstrate respect for the rights of others in discussions and classroom; 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.

- looking for patterns
- interpreting information
- applying information
- synthesizing information
- supporting a position

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- creating maps

Interpersonal and Group Relation Skills

- defining terms
- identifying assumptions
- recognizing, understanding, and avoiding stereotypes
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility to carry out tasks

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)
- drawing conclusions

Compelling Questions

Compelling Questions

1. Why do you live where you live?
2. Why do we live the way that we do in our community?
3. What defines how we live?
4. Why can our lifestyles cause conflict with others?

Supporting Questions

- a. How did the first peoples (Native Americans) arrive in America?
- b. How did the physical environments of North America develop such distinct Native American cultures (societies)?
- c. What are some examples of Native American cultures that developed in each geographic region of the present-day US and why did they develop in this manner?
- d. How did the physical environment of what is now present-day New York state affect the development of the local Native American societies (culture)?
- e. What does it mean to be “native”?

Staging the Compelling Question

- a. Group discussion: what traits do we all share that makes our local community a distinct culture?

Stage 2: Evidence

Assessments/Performance Tasks

Group Work: Understanding Key Terms

Formative: Performance: Recital

Students will get in groups and develop definitions for key terms(ex. culture) posed to them in class by the teacher.

Students will use the Frayer Model and texts to define key terms (See Priority Content Specifications in this Unit Outline).

Geography Exercise**Formative: Performance: Skill Demonstration**

Students will interpret, analyze and create maps of the North American Continent.

Local Historical Analysis: Iroquois Confederacy Constitution**Formative: Written: Informative**

After a group discussion, students will analyze the Iroquois Confederacy and note how geography and climate helped determine their political, economic and social way of life. Students will individually demonstrate this through an informative writing assignment.

Travel Brochure/Gallery Walk**Summative: Written: Informative**

Students will create a rubric on what should represent the ideal Travel Brochure. They will then follow this up with creating a brochure online with pictures and paragraphs that reflect the culture and geography of a Native American group in a chosen area. The brochure will be informative in explaining how a culture in a particular region developed. Students will then do a "gallery walk" and critique each other's work.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

1. New York State K-8 Social Studies Framework (January 2015)
2. Expeditionary Learning, Appendix: Protocols and Resources (August 2013)

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

1. Basic Terms Instruction (Progression of Instruction: 3 lessons)
 - a. Individual: students will write down descriptions of their lifestyle and look for a partner that shares at least on similar lifestyle
 - b. Partners: student pairs will now try to find another pair that shares at least two lifestyle similarities to make a group of four
 - c. Groups students will research definitions for key terms and construct a Frayer Model that reflects their assigned terms
 - d. Students will critique Frayer Models with a gallery walk-around
 - e. Formative or summative assessment: Multiple Choice Quiz
2. Instruction of Key Idea #1: Migration of Earliest Americans (1 lesson)
 - a. Group Activity: "Boxes and Candy" In groups, students decide how to navigate a path to candy and explain why they took that path. (Activity mimics migration routes from Asia to Americas)
 - b. Group Discussion of Compelling Questions: Why are we here?
 - c. Individual class reading on arrival of earliest Americans
 - d. Formative assessment: Written summary of article
3. Instruction of Key Idea #2: Development of distinct Native-American cultures from geographic factors in different regions in America (5 lessons)
 - a. Partner Work: Map creation and research
 - b. Group Activity: Research of regions and Native American groups
 - c. Formative Assessment: Map, Travel Brochure and/or website creation
4. Instruction of Key Idea #3: Development of Iroquois culture in Upstate New York (5 lessons)
 - a. Individual Work: Students will complete a DBQ essay on Iroquois
 - b. Individual Reading: Iroquois Culture
 - c. Group Research: Iroquois
 - d. Assessment: DBQ, group project

3. Frayer Model (Group) -

-Students will create graphic organizers of key terms and have classmates evaluate in a walk-around (3 Lessons)

4. Map exercise

- Students will analyze maps and create a composite based on lifestyles in a particular area (2 lessons)

- Students will fill in maps

5. Text Analysis

-Students will analyze different tribes from different areas of the country

Upload inquiry design model template. (IDM)



Monroe #2 - Orleans BOCES (Regional Collaboration)

Social Studies 7 🌐



Social Studies (Draft) > Grade 7 > Social Studies > Social Studies 7 > Week 5 - Week 10

Last Updated: [Friday, August 7, 2015](#) by Amy Hicks

7.2 COLONIAL DEVELOPMENTS

Collaboration

Stage 1: Desired Results

Unit Overview

The following unit integrates elements from the NYS SS Framework with social studies practices and Common Core Literacy Standards. Key ideas in this unit include the causes and impact of European exploration and settlement in the New World which resulted in the eventual establishment and success of the 13 British Colonies. This unit also specifically explores the impact of European exploration and colonization on Native Americans and on Africans brought to the New World. It also discusses how these groups dealt with this exploration and settlement while in the New World. This unit also goes into detail on analyzing the impact that Dutch, French, and British settlers had on what became present-day New York state. In studying this unit, students must have a firm understanding of the definitions of **culture, government, economy, society, technology and geography**. This unit lasts approximately six weeks and uses 7.2a-e from the Framework.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding

This unit illustrates a shift in focus from fact-based instruction to concept and content knowledge as reflected in the reduction of the amount of bulleted information (facts) in this outline that students will be required to know.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 7th Grade

History of the United States and New York I

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)

- 7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.
- -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.
- -Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.
- 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."
- -Students will examine the major reasons Native American societies declined in population and lost land to the Europeans.
- 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.
- -Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.

- -Students will examine the economic, social and political characteristics of each colonial region.
- 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.
- 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.
- -Students will describe the conditions of the Middle Passage.
- -Within the context of New York history, students will distinguish between indentured servitude and slavery.

Additional Content Specifications

Conceptual Understandings

- Reasons for Explorations
- Influence and Impact of European colonization on the Americas and Native Americans
- The influence of Europeans in New York State
- The development of slavery in the Americas
- Life in the British Colonies

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.

Reading: History/Social Studies

Key Ideas and Details

1. 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.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 7th Grade

Social Studies Practices

C. Comparison and Contextualization

- 1. Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- drawing inferences and making conclusions
- evaluating and analysis

Research and Writing Skills

- organizing information
- interpreting information
- applying information

Map and Globe Skills

- comparing maps and making inferences

Interpersonal and Group Relation Skills

- 4. Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the United States.
- 5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.

D. Economic and Economic Systems

- 2. Identify examples of buyers and sellers in product, labor, and financial markets.
- 6. Explain how government policies affected the economies in colonial and early United States history.

E. Geographic Reasoning

- 1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.
- 4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
- 5. Characterize and analyze changing interconnections among places and regions.

- defining terms

Compelling Questions

Why would anyone leave the comfort of their home to search the unknown?

How does where you live influence who you are?

Is it possible to lead a happy life without interfering in the interests of others?

Stage 2: Evidence

Assessments/Performance Tasks

Treatment of Native Americans Essay

Summative: Written: Essay

- THE NATIVE AMERICANS LIVES WERE IMPACTED BOTH **POSITIVELY** AND **NEGATIVELY** BY EUROPEAN SETTLERS TO THE AMERICAS.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

- Early reasons for European exploration: Close reading and Note-taking on reasons for exploration (1-2 days)
- The impact of European exploration on the New World (Columbian Exchange) : Exploration IDM on why people leave the known for the unknown (4-5 days)
- The geography of each colonial region and how it impacted social, economic and political development: research activity on British Colonies and a group Royal Real Estate project that would attract Europeans to come and settle in America (5-7 days)
- The development of New York State (Dutch & English Colonization) (1-2 days)
- Examination of the development of slavery (Slave narrative reading from Africa on the Middle Passage to America) (2-3 days)
- Investigate life in the British Colonies (3-5 days)
- DBQ Writing on the treatment of the Native Americans and the impact of European interaction (2-3 days)

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Social Studies 7 🌐Social Studies (Draft) > Grade 7 > Social Studies > **Social Studies 7** > Week 11 - Week 17Last Updated: **Friday, August 7, 2015** by
Kathy Salecki

7.3 AMERICAN INDEPENDENCE

Collaboration

Stage 1: Desired Results

Unit Overview

This unit consists of the events leading up to the Revolutionary War including the French and Indian War and changing British policies; major events of the war; and the results (7.3 a-d). The focus of this unit will be on the opposing viewpoints of the Loyalists and Patriots. This will be accomplished through a lesson on points of view of the Boston Massacre, a Patriot vs. Loyalist debate, and an inquiry asking the compelling question "Should you always do what you are told?". This unit is essential because it serves as the basis of the foundation of the United States. This unit lasts approximately seven weeks.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

Shifts in ELA/Literacy

- 4. Text-based Answers
- 5. Writing from Sources

Shift #2 is being highlighted in this unit as students prepare for the debate, and work through the documents in the inquiry.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 7th Grade

History of the United States and New York I

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)

- 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.
- -Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
- 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.
- -Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification, and the influence of Haudensaunee ideas in their development.
- -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.
- -Students will compare British and colonial patriot portrayals of the Boston Massacre using historical evidence.
- -Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.
- 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.
- -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.



- -Students will examine the Declaration of Independence and the arguments for independence stated within it.
- 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 (1789) established the terms of peace.
- -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.
- -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.

Additional Content Specifications

Important Concepts:

- Loyalist and Patriot Point of Views
- Resistance movements (boycotting, smuggling, Boston Tea Party, etc.)
- Advantages and Disadvantages of British and the Patriots (guerrilla warfare, Native American allies, training of troops, leadership, etc.)

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

6. Assess how point of view or purpose shapes the content and style of a text.

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

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments focused on discipline-specific content.
- 1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from informational texts to support analysis, reflection, and research.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 7th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 3. 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.
- 4. Describe and analyze arguments of others with supports.

C. Comparison and Contextualization

- 2. Identify and categorize multiple perspectives on a given historical experience.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- comparing and contrasting
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating and analysis
- distinguishing fact vs. opinion

Research and Writing Skills

- interpreting information

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)

F. Civic Participation

- 3. 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.

Compelling Questions

Should you always do what you're told?

Can you lose by winning?

Who pays the price of war?

Stage 2: Evidence

Assessments/Performance Tasks

Inquiry-Should you always do what you're told?

Written: Essay

See attached inquiry

Patriot-Loyalist Debate

Oral: Debate

Students will take on the role of either a Patriot or a Loyalist and participate in a debate on whether or not the colonies should break away from Great Britain

Unit Test

Summative: Test: Common

Students will take a test consisting of multiple choice, short answer and document analysis questions

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

http://sheg.stanford.edu/home_page

<https://www.gilderlehrman.org/>

<http://www.digitalhistory.uh.edu/>

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

Possible Activities

- Interpret the meaning of Ben Franklin's Join or Die--1 Lesson

- Point of view activity on the Boston Massacre--2 Lessons
- Analysis of Thomas Paine's *Common Sense* (see attached)--1 Lesson
- Debate between patriot and loyalist (see attached)--3 days of preparation and 2 days for debate
- Parts of the Declaration of Independence (analyze basic rights, British wrongs, declaring independence)--1 Lesson
- Inquiry (See Attached)- 5-7 Lessons
- Battles and events of the American Revolution gallery walk--2-3 Lessons

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7.4-7.5b THE CONSTITUTION

Collaboration

Stage 1: Desired Results

Unit Overview

The following unit is intended to show how elements from the NYS SS Framework can be integrated with social studies practices and Common Core Literacy Standards. This unit includes the historical development of the Constitution as well as the basic concepts included in the Constitution. Included in the unit, current events and connections to today's government will be continual. This unit lasts approximately six weeks and covers 7.4a-c and 7.5a-c of the Framework.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

By making students more active learners through debates, inquiries, and role playing the convention, shift 2 is attained.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 7th Grade

History of the United States and New York I

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)

- 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.
- 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.
- 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.

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 Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)

- 7.5a The Constitution outlined a federalist system of government that shares powers among the federal, state, and local governments.
- 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.
- 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 making it more democratic.

Additional Content Specifications

7.4 Historical Development of the Constitution

- 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 US Constitution attempted to address the weaknesses of the Articles.
- Students will examine the NYS Constitution, its main ideas and provisions, and its influence on the formation of the US Constitution.
- 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 (Federalism, Bill of Rights, checks and balances etc)
- Students will examine how key issues were resolved during the Convention, including Great Compromise, federalism, three branches, Three Fifths Compromise, etc

7.5 The Constitution in Practice

- Students will identify powers granted to the federal government and examine the language used to grant powers to the states.
- Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.
- 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.
- Students will examine the process for amending the constitution.

Tier 2 Vocabulary:

- analyze
- cause and effect
- chronological
- compare
- comprehend
- contrast
- contribute
- define
- describe
- elaborate
- evaluate
- evidence
- explain
- identify
- predict
- point of view
- summarize
- demonstrate
- expand
- infer
- interpret
- justify
- turning point

Tier 3 Vocabulary:

- Articles of Confederation
- Democracy
- State's Rights
- Shay's Rebellion

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS:English Language Arts 6-12

NYS: 7th Grade

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments to support claims with clear reasons and relevant evidence.
- 1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 1d. Establish and maintain a formal style.
- 1e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 2e. Establish and maintain a formal style.
- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing

- Constitutional Convention
- Federalists
- Anti-Federalists
- 3/5ths Compromise
- Great Compromise
- Preamble
- Executive Branch
- President
- State Government (3 branches)
- Judicial Branch
- Supreme Court
- Legislative Branch
- Senate
- House of Representatives
- Amendment Process
- Veto
- Checks and Balances
- Bill of Rights
- Federalism
- Bi-cameral
- Unicameral
- Ratification
- Pardon
- Impeachment
- Judicial Review
- US Constitution
- Citizenship
- foreign policy
- domestic policy
- Whiskey Rebellion

on how well purpose and audience have been addressed.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. 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.

- 10. 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 discipline-specific tasks, purposes, and audiences.

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. 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.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. 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.

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Social Studies Practices

NYS: Social Studies Framework (2015)

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

NYS: 7th Grade**Social Studies Practices****A. Gathering and Using Evidence**

- 1. Define and frame questions about the United States that can be answered by gathering, using, and interpreting evidence.
- 2. 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).
- 3. 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.
- 4. Describe and analyze arguments of others with supports.
- 5. Make inferences and draw general conclusions from evidence.
- 6. 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.

F. Civic Participation

- 1. Demonstrate respect for the rights of others in discussions and classroom; 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.
- 2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
- 5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
- 7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.
- 8. Identify how social and political responsibilities developed in American society.
- 9. Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.

Thinking Skills

- comparing and contrasting
- drawing inferences and making conclusions
- evaluating and analysis
- decision making

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)
- interpreting graphs and other images
- drawing conclusions
- making predictions

examining primary sources

Compelling Questions

When you fix something, does it always make it better?
 Does compromise always lead to a fair solution?
 Who should have the most power in a government?
 Is democracy really "power of the people"?
 Is compromise always fair? (IDM)

Stage 2: Evidence**Assessments/Performance Tasks**

Multiple Choice assessment
Formative: Test: Common

Due to the length of this unit, several smaller formative, multiple choice assessments seem most appropriate to check for understanding and guide instruction.

DBQ essay

Summative: Test: Written

DBQ essay showing how our Constitution has key ideas in it to keep it strong.

Thematic Essay

Test: Written

Thematic Essay on government

Compromises Political Cartoon

Performance: Skill Demonstration

Political Cartoon on Great and 3/5 Compromise

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

- Novel study, Nothing But the Truth, by Avi
- New York State Framework k-8
- New York State English/Language Arts Standards
- C3 Framework for Social Studies <http://www.c3teachers.org/nyscssinstitute>

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

Lesson Ideas:

- Examine the features of the Articles of Confederation to determine why each feature was included and what problems it will cause. (2-3 days)
 - Students assume the role of a delegate to the Constitutional Convention and determine the needs of their state and how they can achieve their needs through compromise. Using this viewpoint, students can then analyze the Great Compromise and 3/5 Compromise.(4-5 days)
 - Read the Constitution as a primary source and use it to research the three branches of government (powers, duties, etc). (4-6 days total for branches)
 - Make connections to roles and responsibilities of government today. (continually within the unit)
 - Research examples of how each branch has the power to check others (checks and balances). (1-2 days)
 - Watch School House Rock, How a Bill Becomes a Law, trace the sequential order of how an idea becomes a law. (1 day)
 - Examine various primary and secondary resources to understand the concept of federalism. Can complete a Venn diagram using this information. (1-2 days)
 - Examine the amendment process and how it allows our government to adapt to changing times. Research a variety of amendments passed throughout the years (focusing on the Bill of Rights) and how they affect our personal liberties today. (2-3 days)
- **Possible writing tasks:** Which amendment impacts us the most today? Is the US Constitution a fair document?
 - **Possible ideas:** Debate between Anti-Federalist and Federalists, literature circle using Nothing But the Truth by Avi, inquiry, socratic seminars, DBQ, thematic essay, etc.
 - IDM on Great Compromise (See Attached)

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Monroe #2 - Orleans BOCES (Regional Collaboration)

Social Studies 7 🧑🏫Social Studies (Draft) > Grade 7 > Social Studies > **Social Studies 7** > Week 23 - Week 24Last Updated: **Friday, August 7, 2015** by
Cheryl Spoto

7.5c-d CONSTITUTION IN ACTION

Collaboration

Stage 1: Desired Results

Unit Overview

The following unit is intended to show how elements from the NYS SS Framework can be integrated with social studies practices and Common Core Literacy Standards. This unit includes the practical applications of the Constitution during the administration of our first few Presidents. This unit lasts approximately two weeks and covers 7.5c-d from the Framework.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding

Students will go in to more depth on the foreign policy decision of the early Presidents by analyzing both primary and secondary source documents. Students will evaluate decisions made by the Presidents. Throughout the unit students will gather evidence, state claims and justify actions. The unit will culminate with answering the compelling question.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 7th Grade

History of the United States and New York I

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 Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)

- 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 making it more democratic.
- 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.

Additional Content Specifications

Foreign Policy:

- Students will understand Washington's Farewell Address and its effect on the United States.
- Students will examine the Monroe Doctrine and its effects on foreign policy.

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, &

Students will examine the causes and results of the War of 1812.

Domestic Policy:

- Students will examine the evolution of the unwritten constitution, such as Washington's creation of the presidential cabinet and the development of political parties.
- Students will understand the importance of the Supreme Court decision of *Marbury v. Madison*
- Students will examine the Constitutional authority granted to President's to negotiate treaties/land acquisition (Louisiana Purchase).

Tier 2 Vocabulary:

- analyze
- cause & effect
- chronological
- compare
- comprehend
- contrast
- contribute
- define
- describe
- elaborate
- evaluate
- evidence
- explain
- identify
- predict
- summarize
- demonstrate
- expand
- infer
- interpret
- justify
- turning point

Tier 3 Vocabulary:

- War of 1812
- *Marbury v. Madison*
- judicial review
- Monroe Doctrine
- Thomas Jefferson
- James Madison
- James Monroe

Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. 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.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Craft and Structure

4. 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.

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

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

10. 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.

- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 7th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 1. Define and frame questions about the United States that can be answered by gathering, using, and interpreting evidence.
- 4. Describe and analyze arguments of others with supports.
- 5. Make inferences and draw general conclusions from evidence.

C. Comparison and Contextualization

- 3. Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts.
- 4. Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the United States.
- 5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.

F. Civic Participation

- 7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.
- 8. Identify how social and political responsibilities developed in American society.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- comparing and contrasting
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating and analysis

Research and Writing Skills

- getting information
- organizing information
- interpreting information
- applying information
- synthesizing information
- supporting a position

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)
- interpreting graphs and other images
- drawing conclusions
- making predictions

Compelling Questions

As you get older, do you get wiser?

Are you a bully if you are protecting yourself and your interests?

Is the Constitution a living document?

What motivates a President/person to make a decision?

Could the War of 1812 be considered the Second War of Independence for the US? **OR**

Was the War of 1812 inevitable?

Stage 2: Evidence

Assessments/Performance Tasks

Writing Task

Summative: Written: Persuasive Essay

Students will choose one of the unit compelling questions to answer. Using content from the unit, they would state their claim and support the claims with logical and relevant evidence.

Washington and Monroe

Formative: Performance: Skill Demonstration

This includes a reading on Farewell Address with a summary activity and political cartoon. In addition, there is a summary activity and political cartoon for Monroe.

Write About**Formative: Performance: Skill Demonstration**

Students complete a Write About where they use Tier 2 and 3 vocabulary words to describe Washington or Monroe's foreign policy.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

<http://sheg.stanford.edu/louisiana-purchase> - For Jefferson and Louisiana Purchase

- New York State Framework k-8
- New York State English/Language Arts Standards
- C3 Framework for Social Studies <http://www.c3teachers.org/nyscssinstitute>

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

- Define Foreign v. Domestic policy and apply those definitions to current examples. Introduce the foreign policy spectrum from neutrality to intervention to war. (1-2 days)
- Examine the precedents started by George Washington as the first President (Cabinet, two term limit, questioned development of political parties, etc). (1-2 days)
- Analyze the primary source of Washington's Farewell Address and why he created his foreign policy that way. (1-2 days)
- Examine primary sources (timeline, letters, maps, etc) of Jefferson's purchase of Louisiana. State a claim on whether Jefferson was justified in purchasing this land. (1 day)
- Review the concept of checks and balances and begin a case study of the court case, Marbury v. Madison. Evaluate the arguments for and against judicial review. (1day)
- Examine the causes, events and results of the War of 1812, the first war under the new Constitution. Write an argumentative essay answering the question: Was the War of 1812 inevitable?(1-2 days)
- Close read the primary source, The Monroe Doctrine, with a focus on America's shift from neutrality to intervention. Evaluate America's reason for this shift and in writing, answer the following question: Are you a bully if you are protecting yourself and your interests? (2 days)

IDEA: Since students are coming off of a pretty intense study of the Constitution, you could frame this unit so it is more student/project driven where students have to analyze each of the President's and their policies.

Extension:

From the perspective of a Canadian, how would they view the War of 1812?



Monroe #2 - Orleans BOCES (Regional Collaboration)

Social Studies 7



Social Studies (Draft) > Grade 7 > Social Studies > Social Studies 7 > Week 25 - Week 29

Last Updated: [Friday, August 7, 2015](#) by
Kathy Salecki

7.6 WESTWARD EXPANSION

Collaboration

Stage 1: Desired Results

Unit Overview

This unit focuses on the social, political and economic forces behind Westward Expansion in the mid 1800s. This includes the idea of Manifest Destiny, the policies of Andrew Jackson and the impact on various social groups. This unit is important because it leads into deeper division within the United States, which will ultimately lead to the Civil War. This unit lasts approximately four to five weeks.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #3: Integrate Content and Skills Purposefully

Shifts in ELA/Literacy

- 2. Knowledge in the Disciplines
- 5. Writing from Sources
- 6. Academic Vocabulary

These shifts are highlighted through the creation of a journal entry and identifying key vocabulary and reasons for westward settlement, as well as through the inquiry on Andrew Jackson.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 7th Grade

History of the United States and New York I

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)

- 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.
- -Students will compare and evaluate the ways by which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.
- 7.6b Westward expansion provided opportunities for some groups while harming others.
- -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.
- -Students will examine the growth of suffrage for white men under Andrew Jackson.
- -Students will examine the conditions faced on the Trail of Tears by the Cherokee and the impact the removal had on their people and culture.
- -Students will examine examples of Native American resistance to the western encroachment including the Seminole Wars and Cherokee judicial efforts.



Additional Content Specifications

Important Ideas

- Manifest Destiny
- Common Man
- Trail of Tears
- Suffrage
- Jacksonian Democracy
- Spoils System
- Erie Canal
- Trails West (Oregon, Santa Fe, Mormon Trail)
- California Gold Rush

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

(See note; not applicable as a separate requirement)

- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 7th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 5. Make inferences and draw general conclusions from evidence.

C. Comparison and Contextualization

- 4. Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the United States.

E. Geographic Reasoning

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- drawing inferences and making conclusions
- evaluating and analysis

Research and Writing Skills

- synthesizing information

Map and Globe Skills

- reading maps, legends, symbols, and scales

Interpersonal and Group Relation Skills

- assuming responsibility to carry out tasks

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)
- interpreting graphs and other images
- drawing conclusions

- 6. Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.

Compelling Questions

- Why would people be willing to leave their lives to move and start over?
- Was it destiny to move west?
- Does Andrew Jackson deserve to be on the twenty dollar bill? (Inquiry)

Stage 2: Evidence

Assessments/Performance Tasks

Westward Expansion Journal (2-3 days in class)

Written: Journal/ Diary

After gathering evidence from primary and secondary sources (textbook selections, or other teacher selected texts) regarding the settlement of different territories, students will write a journal about westward expansion from different points of view (eg. farmer, rancher, missionary, woman, slave, Native American, etc.).

The journal will include causes for moving west, experience on the journey, and life in the territory.

Students will share out journals in small groups or within class discussion.

Jackson Inquiry

Written: Persuasive Essay

Students will write an essay answering the compelling question, "Does Andrew Jackson deserve to be on the twenty dollar bill?" using evidence from the documents included within the inquiry.

Quiz or short test

Test: Common

Quiz or short test including multiple choice questions, short answer, and/or primary source analysis.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

http://sheg.stanford.edu/home_page

<https://www.gilderlehrman.org/>

<http://www.digitalhistory.uh.edu/>

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

Lesson Ideas:

Andrew Jackson Inquiry (see attached)- 3-5 lessons

Analyze King Andrew political cartoon- 1 lesson

Analyze the painting *American Progress* by John Gast (individually, or in groups)- 1 lesson

Analyze primary sources justifying Manifest Destiny (see attachment as an example)- 2-3 lessons

Analyze how the Erie Canal helped the United States grow using a map.- 1 lesson

Complete chart/organizer using primary and secondary sources regarding the reasons for settlement, and how the US acquired Western Territories (see attached example)- 2-3 lessons



Monroe #2 - Orleans BOCES (Regional Collaboration)

Social Studies 7



Social Studies (Draft) > Grade 7 > Social Studies > **Social Studies 7** > Week 30 - Week 36

Last Updated: [Friday, August 7, 2015](#) by
Colleen Grego

7.7-7.8 A NATION DIVIDED

Collaboration

Stage 1: Desired Results

Unit Overview

The following unit is intended to show how elements from the NYS SS Framework can be integrated with social studies practices and Common Core Literacy Standards. This unit includes the background causes of the Civil War as well as abolitionist reform movements occurring during this time. Events of the war as well as the results are included. Each district can decide whether or not they will include the Reconstruction time period at the end of seventh grade or the beginning of eighth grade. This unit lasts approximately seven weeks.

*It is key to note that several conceptual understandings were purposely left off under key idea 7.7 The purpose behind this was to allow teachers time to focus on the bigger understandings of the unit.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #1: Focus on Conceptual Understanding

Shifts in ELA/Literacy

- 3. Staircase of Complexity

Teachers and students focus on the larger concepts of Sectionalism, power and conflict in order to organize the content of the unit.

Since this is at the end of the school year, it should exemplify the staircase of complexity and be a capstone of learning for 7th graders

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 7th Grade

History of the United States and New York I

7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV)

- 7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.
- -Students will explore efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- -Students will examine the impact of Uncle Tom's Cabin on the public perception of slavery.
- -Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.

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)

- 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.
- 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.

- -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.
- -Students will examine growing sectional tensions including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party.
- 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.
- -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. Students will also identify the states that remained in the Union.
- 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.
- -Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.
- -Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- 7.8e The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.

Additional Content Specifications

Within the framework of this Unit Planner, it is necessary for students to understand the following concepts:

- 1) Conflict
- 2) Power
- 3) Perspective
- 4) Leadership

We would also ensure the concept of Sectionalism (including the industrial north and the agrarian society in the south) is key to instruction.

Also, it is key to make the connection between national events (Civil War) and local municipalities in regards to the reform/abolitionist movement (Frederick Douglass/Underground Railroad/Susan B. Anthony).

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. 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.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

6. Assess how point of view or purpose shapes the content and style of a text.

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

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 7th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 3. 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.
- 6. 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.

E. Geographic Reasoning

- 4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.

F. Civic Participation

- 7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.
- 8. Identify how social and political responsibilities developed in American society.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- comparing and contrasting
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating and analysis
- distinguishing fact vs. opinion
- handling diversity of interpretations

Interpersonal and Group Relation Skills

- identifying values conflicts
- recognizing, understanding, and avoiding stereotypes
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility to carry out tasks

Compelling Questions

- 1) What makes you loyal?
- 2) What would you fight for?
- 3) Can words lead to war?

Stage 2: Evidence

Assessments/Performance Tasks

Road to the Civil War Timeline

Formative: Written: Informative

Will display students understanding of the cause and effect relationships leading to the Civil War.

Can Words Lead to War**Formative: Written: Persuasive Essay**

This IDM, created by the Tool Kit Project, can be modified to best serve individual students and classrooms.

Civil War Multiple Choice Assessment**Summative: Test: Common**

We recommend that careful consideration is given to the creation of the questions. Questions focusing on conceptual ideas, or those based on primary sources are preferable. Writers should make considerable effort to avoid simple fact based questions. This activity would assess all content standards for the unit. Depending on the types of questions and historical documents, it may also assess skill and social studies practice standards.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

www.civilwar.org

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

- 1) Students will analyze and evaluate primary source documents of William Lloyd Garrison, Frederick Douglass, and the actions of Harriet Tubman to determine the reasoning and methods abolitionists used to achieve their goals. The use of graphic organizers, maps, and Power Point presentations will also enrich their understanding of the local connection of the abolitionist movement in New York State (2-3 days).
- 2) Students will investigate and create a "Road to the Civil War Timeline" that will enhance their level of the relationship of cause and effect events that led to the outbreak of the Civil War (3-5 days).
- 3) IDM- "Can Words Lead to War" activity (teacher determines depth of study)- 2-5 days.
- 4) Students research a topic of choice (i.e. important battles, medical procedures, technology, weapons of the war, etc.) and present their research to the class (4-5 days).
- 5) Civil War Debate on Slavery and Tariffs- See attached resource (3-5 days).



8.1 RECONSTRUCTION

Collaboration

Stage 1: Desired Results

Unit Overview

The Reconstruction unit is slated to take two weeks in the beginning of 8th grade, or it can be taught at the end of 7th grade following the Civil War. Reconstruction was a time of great tension and uncertainty from 1865-1877. The treatment of the South, and the federal government's role in assisting newly freed African Americans are at the center of this unit. The unit integrates Social Studies content and practices from the NYS SS Framework with Common Core literacy standards and the C3 Framework. Specifically, students will investigate content related to Key Idea 8.1.

Unit Reflections

How does this unit illustrate the [Instructional Shifts](#)? Describe in the box below.

Shifts in Social Studies

- Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

The student will investigate the degree to which African American rights were fully implemented.

Social Studies Framework

Key Ideas, Conceptual Understandings, and Content Specifications

[How to Read the Social Studies Framework](#)

NYS: Social Studies Framework (2015)

NYS: 8th Grade

History of the United States and New York II

8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)

- 8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.
 - -Students will compare and contrast the differences between Reconstruction under Lincoln's plan, Johnson's plan, and congressional (Radical) Reconstruction.
- 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.
 - -Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
 - -Students will examine the Freedmen's Bureau's purpose, successes, and the extent of its success.
 - -Students will examine the impacts of the sharecropping system on African Americans.
- 8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.
 - -Students will explore methods used by Southern state governments to impact the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
 - -Students will explore the response of some Southerners to the increased rights of African Americans noting the development of organizations such as the Ku Klux Klan and White Leagues.
 - -Students will examine the effects of the Plessy v. Ferguson ruling.

Additional Content Specifications

- Different political groups had strategies for Reconstruction
- The importance of the 13th, 14th, and 15th Amendments
- Jim Crow Laws (connect to Plessy v. Ferguson)
- Economic conditions in the South and throughout the nation had varying impacts on individual groups (Sharecropping, Panic of 1873, Hayes v. Tilden Election)

SUPPORTING Common Core Learning Standards

SUPPORTING CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 6-8

Reading: History/Social Studies

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Craft and Structure

4. 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.

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

6. Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- 1. Write arguments focused on discipline-specific content.
- 1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 1d. Establish and maintain a formal style.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 9. Draw evidence from informational texts to support analysis, reflection, and research.

Social Studies Practices

NYS: Social Studies Framework (2015)

NYS: 8th Grade

Social Studies Practices

A. Gathering and Using Evidence

- 3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
- 4. Describe and analyze arguments of others considering historical context.
- 5. Make inferences and draw conclusions from evidence.

B. Chronological Reasoning

- 8. Relate patterns of continuity and change to larger historical processes and themes.

C. Comparison and Contextualization

- 2. Identify and compare multiple perspectives on a given historical experience.
- 4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.

D. Economic and Economic Systems

- 1. 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.

E. Geographic Reasoning

- 4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.

F. Civic Participation

- 1. Demonstrate respect for the rights of others in discussions and classroom; 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.
- 4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times in the United States.

Social Studies Skills

Note: Drop-down menu is not an exhaustive list.

Thinking Skills

- comparing and contrasting
- distinguishing fact vs. opinion

Research and Writing Skills

- interpreting information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying values conflicts
- recognizing, understanding, and avoiding stereotypes

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, photos)
- drawing conclusions

Compelling Questions

What defines a traitor?
Do freedom and equality mean the same thing?
Can people reconcile after a fight?
How should a defeated nation be treated?
Were African Americans actually “free” following Reconstruction?
Was the nation fully united after Reconstruction?

(supporting questions to guides instruction and discussion)

1. Was it possible to have a peace of reconciliation after the Civil War?
2. Did the Reconstruction governments rule the South well?
3. Can political freedom exist without an economic foundation?
4. When should a president be impeached and removed from office?
5. Does racial equality depend upon government action?
6. Should African Americans have more strongly resisted the government’s decision to abandon the drive for equality?
7. To what extent did Jim Crow Laws create and govern a racially segregated society in the South?
8. What political and economic challenges did African Americans face during and after Reconstruction?

Stage 2: Evidence

Assessments/Performance Tasks

Formative: Written: Essay

Students will complete an essay comparing and contrasting the three plans for Reconstruction.

Formative: Oral: Discussion

Students will examine primary source documents relating to the KKK, White League, Jim Crow Laws, sharecropping and violence during Reconstruction. Following the examination, students will discuss and debate the impact of the topics discussed.

Summative: Other: Quiz

A brief assessment highlighting the priority content specifications mentioned above. Includes multiple choice and short answer.

Stage 3: Learning Activities

Resources

[School Library Resources](#)

[NYS EL Modules](#)

Other Selected Resources

Gilder Lehrman Questions

Engage NY

Learning Activities

Lesson Ideas and IDM

[Upload inquiry design model template. \(IDM\)](#)

- Comparing the Reconstruction plans of Lincoln, Johnson, and Radical Republicans (week 1)
- Using photographic evidence, and personal accounts, examine the damage caused by the war (i.e. Sherman's railroad ties, photographs of Savannah Georgia) (week 1)
- Examining the legislation worked on by newly enfranchised African Americans in Southern governments (week 1)
- Discuss to what extent the Freedmen's Bureau was integrated (week 2)
- Examine accounts/cartoons/photographs of the KKK, White League and how Southern groups were able to disenfranchise African American voters (Jim Crow, poll taxes, literacy tests, grandfather clause) (week 2)
- Examine Sharecropping as an economic system that impacted the economic situation of newly freed slaves (week 2)
- Discuss how the era of segregation began after the close of Reconstruction in 1877 after the election of Hayes (week 2)