

7th Grade Social Studies

Revised 08/21

Chapter 1 - The First Americans (6.1.5.CivicsPD.3, 6.1.12.HistoryCC.3.a, 6.2.8.GeoHE.2.a, 6.1.5.GeoSV.2)

Objectives:

- Identify and evaluate ways in which the first people may have arrived to the Americas.
- Explain how agriculture influenced the development of culture.
- Identify some of the people who lived in the Americas before European exploration.
- Identify and analyze the characteristics that made the Inca a well-organized civilization.
- Describe civilizations of early North America.
- Analyze and explain how early Native Americans adapted to their environment.

Extended Activity:

Have students work in groups to select a group mentioned in this chapter and to describe how that group adapted to its environment. Students should cite evidence from the text in their description. Then, ask students to note ways the group might have adapted had their environment undergone drastic changes.

Gifted and Talented:

Students will consider what they have read about the great Native American civilizations that existed in the Americas prior to the arrival of Europeans. What became of those civilizations? What conclusions can you draw about the nature of civilizations and cultures based on the history of the Native American civilizations?

Chapter 2 - Exploring the Americas (6.1.5.EconGE.5, 6.1.5.HistorySE.1, 6.1.5.GeoPP.5, 6.1.5.GeoSV.5, 6.1.5.HistoryCC.4, 6.1.5.HistoryCC.5, 6.1.5.HistoryCC.6, 6.1.5.HistoryCC.8, 6.1.5.HistoryCC.11, 6.1.5.HistoryUP.2, 6.1.5.HistoryUP.4, 6.1.5.HistoryCC.8, 6.1.5.HistoryCC.11)

Objectives

- Compare and contrast information about European explorers and explorations.
- Analyze relationships between European explorers and Native Americans.
- Understand the impact and importance of events, such as the defeat of the Aztec Empire or the establishment of Spanish missions.
- Identify and describe geographical places and regions such as north and central Africa or southwestern North America.
- Explain events of the Age of Exploration both graphically and orally.

Extended Activity:

Have students use the information in the text to make a map of North America showing where the different religious groups concentrated as they settled. Have them use a different color or symbol to represent the dominant religion in each area. Discuss why people coming to the New World often settled in areas where others that held their beliefs were already living.

Gifted and Talented:

Student groups will create an illustrated piece of historical fiction for children about an important person or event from this era. They will discuss the characteristics of an effective historical children's story and how it should be structured, research their topic to ensure historical accuracy, write and illustrate their stories, and share their children's stories with the class.

Chapter 3 - Colonial America (6.1.8.HistoryCC.3.a, 6.1.5GeoGI.3., 6.1.8.GeoSV.4.a)

Objectives

- Analyze historical and political maps.
- Analyze and sequence information about early Colonial America.
- Demonstrate connections between events.
- Analyze and evaluate primary source readings.
- Evaluate and use appropriate resources to obtain factual information.
- Identify and locate on a map the original thirteen English colonies.
- Compare and contrast the New England, Middle, and Southern colonies.
- Identify points of view of the leaders of the colonies and explain their impact on the colony.
- Analyze the contributions of key groups to colonial society.

Extended Activity:

Organize the class into four groups, and assign each group a colony. Have each group use evidence from the text as well as additional research they undertake to prepare a description of their colony that they can share with the class. Allow students to use varied formats for their presentations, such as slide shows, posters, skits, or poems/songs.

Gifted and Talented:

Students work in groups to create illustrated presentations about one of the six possible locations for the Jamestown settlement. Students will review the information about colonial America in their textbook and then conduct personal research, citing at least three sources. They will choose the site they think is best, create a presentation supporting their position, and deliver their presentation to the class.

Chapter 4 - Life in the American Colonies (6.1.5.GeoGI.3, 6.1.5.EconEM.6, 6.1.8.HistoryUP.3.b, 6.1.8.CivicsPI.3.b)

Objectives:

- Compare the economic diversity of the three regions of the thirteen colonies.
- Draw conclusions about the role geography played in the colonies' economic development.
- Identify and analyze the triangular trade route that includes the Middle Passage and the trade of enslaved Africans.
- Describe life for a plantation owner, his family, and enslaved Africans in the Southern Colonies.
- Identify the values and beliefs that the colonists had about government.
- Explain the principles of limited government and representative government.
- Identify the traditional beliefs and values associated with life in the colonies.
- Analyze Britain's economic policies and the reactions of the colonists.
- Identify the causes and significant events of the French and Indian War.

Extended Activity:

Have students create a three-column chart, labeling the columns, *New England Colonies*, *Middle Colonies*, and *Southern Colonies*. Have students write important details describing each of these regions of colonial America.

Gifted and Talented:

To understand forces that shaped colonial life, student teams will write a journal from the perspective of one of the figures in this chapter. Students will read about life in colonial America in their textbooks, discuss aspects of colonial life to write about, research their historical figures, meet with their team to organize research, produce the journals, and share the journals with the class.

Chapter 5 - The Spirit of Independence - (6.1.5.HistoryCC.15, 6.1.8.CivicsDP.3.a, 6.1.8.HistoryUP.3.a, 6.1.8.HistoryCC.3.a.)

Objectives:

- Explain the Proclamation of 1763.
- Analyze why Britain began to enact harsher trade laws and taxes.
- Understand cause and effect relationships as they relate to the reaction of the colonists.
- Identify those individuals and groups that began to rebel against British policy.
- Draw conclusions about tensions between the colonists and the British that led up to the Boston Massacre.
- Analyze the role of propaganda in the colonies.
- Identify the Founders and recognize their contributions.
- Evaluate the battles of Lexington and Concord.
- Compare points of view held by Patriots and Loyalists.
- Evaluate the reaction of the colonies to the rejection of the Olive Branch Petition.
- Summarize the steps taken that led to the writing of the Declaration of Independence.
- Understand the four parts of the Declaration of Independence.

Extended Activity:

Students should work in pairs or small groups to outline the colonists' complaints against the British. Students should write a few sentences explaining why the colonists were angry.

Gifted and Talented:

To learn about the lives of people who led American colonists on the road to revolution, students will create a Spirit of Independence Hall of Fame. They will read about the American Revolution and leaders of the Revolution in their textbook, choose a Revolutionary leader as their inductee into the Hall of Fame, and then create and display their posters.

Chapter 6 - The American Revolution (6.1.8.HistorySE.3.b)

Objectives

- Identify the opposing sides in the American Revolution.
- Compare and contrast the advantages of the British and the Patriots.
- Identify and evaluate the Patriot defeats and victories.
- Analyze and evaluate the British plan for victory.
- Analyze how the Americans gained allies.

- Describe life on the home front during the Revolutionary War.
- Identify and evaluate events and elements of the war.
- Analyze the victory at Yorktown.
- Identify and analyze what helped the Patriots win independence.

Extended Activity:

Have students work in partners to create a T-chart with British and Patriots as the column heads. Under each head, have them list possible resources and attributes that each group had (clothing, discipline, money, shoes, an important cause, leadership, etc.). They should support their answers by using the text.

Gifted and Talented:

Student groups will memorize a stanza (or two or three) of “Paul Revere's Ride” by Henry Wadsworth Longfellow. Students will utilize Tips for Reading Poetry to help understand the poem and will discuss its meaning as a group. Using their discussion points, each group will write a summary of its stanza(s) to present to the class along with their memorized stanzas.

Chapter 7 - A More Perfect Union (6.1.8.HistoryCC.3.d, 6.1.8.CivicsPI.3.a, 6.1.8.CivicsPD.3.a, 6.1.8.HistoryCC.3.d, 6.1.8.CivicsPI.3.b, 6.1.12.CivicsPD.2.a)

Objectives:

- Explain the differences between sociology and the other social sciences.
- Identify the strengths and weaknesses of the Articles of Confederation.
- Compare and contrast the strengths and weaknesses of the ARticles of Confederation to those of the new Constitution.
- Identify and evaluate the sources, plans, and compromises for the Constitution and the balance of power in government.
- Identify the points of view of the Federalists and the Anti-Federalists.
- Compare and contrast arguments supporting and opposing the adoption of theConstitution.

Extended Activity:

Organize the class into small groups and ask them to list what they think are important roles of government (create laws, allow elections, and so on). Have them compare their answers to what the Articles of Confederation provided.

Gifted and Talented:

Students will learn about the forces that shaped American government by researching and citing at least three sources as they write a front-page news story about an important event- the adoption of the Articles of Confederation, the Ordinance of 1785, Shay’s Rebellion, or the Great Compromise- of the years following the Revolutionary War.

Chapter 8 - The Constitution (6.1.8.CivicsPI.3.a, 6.1.8.CivicsPI.3.b, 6.1.8.CivicsPD.3.a, 6.3.8.CivicsPR.2)

Objectives:

- Analyze and describe the structure of the Constitution.
- Identify and Evaluate the principles contained in the Constitution and their importance.

- Analyze and Evaluate the process of amending the Constitution.
- Draw conclusions about the importance of interpreting the Constitution instead of amending it.
- Analyze and describe the separation of powers.

Extended Activity:

Divide the class into small groups. Assign each group one power of government, such as the power to tax. Then have students write a paragraph explaining what each branch of government has to do with the assigned power. For example, in the case of the power to tax, the legislative branch must pass a law imposing the tax. The executive branch must collect the tax from citizens. The judicial branch must handle any disputes that arise related to the collection of the tax.

Gifted and Talented:

Students will learn about key components of the U.S. Constitution and the basic principles reflected in the document by creating an educational Web page. Students will be assigned a section of the Constitution to research and will then plan and prepare a Web page that shows their understanding of the section of the Constitution that they were assigned. The Web page should include a variety of elements such as photos, drawings, graphs, and quotes. Once the Web pages are completed, students should present them to the class and evaluate using a class-developed assessment rubric.

Chapter 9 - The Federalist Era (6.1.8.CivicsPI.3.b, 6.1.8.HistoryCC.3.b, 6.1.8.HistorySE.3.a)

Objectives:

- Identify and analyze the development of the American political system during the Federalist Era.
- Evaluate decisions made by the new government.
- Draw conclusions about how the economy developed under Hamilton.
- Identify and analyze the challenges on the frontier that the new government faced.
- Analyze and explain American relations with European nations under Washington and Adams.
- Contrast the views of the developing political parties.
- Identify and analyze issues that developed during the presidency of John Adams.

Extended Activity:

Students will work in small groups to compare and contrast the views of the Federalists and the Democratic-Republicans.

Gifted and Talented:

Students will identify and learn about key events that happened during the Federalist Era by creating a timeline of significant events. Students will read about the topic in their textbook; research their group's section of the timeline, citing at least three sources; and find maps, photos, or other visuals to add to the timeline. Then students will meet with their group to organize research and decide what information to include in their timeline and create their timeline. Students should coordinate with other groups to combine timeline sections into a coherent, complete timeline and display it.

Chapter 10 - The Jefferson Era (6.1.8.EconET.4.a)

Objectives:

- Compare and contrast the election of 1800 with modern elections.
- Describe how John Marshall affected the powers of the Supreme Court and the federal government.
- Identify and evaluate how governments change.
- Locate the Louisiana Purchase on a map and discuss the importance of the purchase.
- Determine cause and effect in how the Haitian Revolution affected the United States.
- Analyze primary sources to learn more about the Lewis and Clark expedition.
- Identify points of view about the Louisiana Purchase, Native American rights, and the War of 1812.
- Analyze visuals and primary sources to understand the war with Tripoli.
- Explain why the United States was not prepared for war with Britain.
- Identify the War Hawks.
- Describe and analyze the event of the War of 1812.
- Explain the origins of “The Star-Spangled Banner.”

Extended Activity:

Have students write a letter from the perspective of Dolley Madison, detailing the events that occurred when Washington D.C., was attacked by British troops. Have students find details in the lesson to include in their letters.

Gifted and Talented:

Students will work in groups to create a biographical magazine cover story about one of the following people: Thomas Jefferson, James Madison, Robert Fulton, Meriwether Lewis, William Clark, or Tecumseh. Students read about the topic in their textbook and conduct personal research on their subject, citing at least three sources. Then, student teams organize research and decide what to include in their article. Students work with their team to divide writing tasks and develop the article. Finally, students share their magazine cover story with the class and evaluate using a class-prepared rubric.

Chapter 11 - Growth and Expansion (6.1.12.HistoryCA.3.a, 6.2.8.GeoHE.2.a, 6.1.5.EconET.3, 6.2.12.EconET.3.a)

Objectives:

- Analyze why industrial growth began in New England.
- Draw conclusions about how the growth of factories contributed to the Industrial Revolution.
- Identify and evaluate the elements of the free enterprise system.
- Compare agriculture in the different regions of the country.
- Analyze how cotton farming affected slavery.
- Identify and evaluate modes of transportation during the Industrial Revolution.
- Analyze the impact of the Erie Canal on transportation and industry.
- Analyze life in western settlements.
- Compare issues regarding the power of the federal government and states.
- Analyze and evaluate the consequences of landmark Supreme Court decisions.
- Summarize the Missouri Compromise.
- Analyze the causes and effects of sectionalism.

Extended Activity:

In groups, ask students to choose a mode of transportation of the time period (river, wilderness trails, roads, canals) and brainstorm the pros and cons of each one, using a T-chart. They should refer to the text as needed.

Gifted and Talented:

Small groups will each prepare one page of a scrapbook depicting U.S. growth and expansion. Ask groups of students to research a topic in their text (e.g., development of transportation, the Industrial Revolution, Missouri Compromise) and find maps, photos, or other visuals to create the scrapbook page. As a class, combine pages into a coherent and logical scrapbook. Each group will present its page to the class.

Chapter 12 - The Jackson Era (6.1.8.CivicsDP.4.a, 6.1.8.GeoSV.4.a, 6.1.8.EconET.4.a)**Objectives:**

- Evaluate the role of campaign tactics in elections of the early nineteenth century.
- Analyze the conflict over tariffs as it relates to sectional divisions.
- Compare the position of those who supported states' rights to those who wanted a stronger federal government.
- Assess the impact of the policy of removal of the Native Americans to Indian Territory.
- Describe the Seminoles' response to removal and how it differed from the responses of other Native American peoples of the time.
- Explain Jackson's objections to the Bank of the United States.

Extended Activity:

Locate a secondary source such as a database that provides information about the population numbers and geographic distribution of Native Americans in the United States today. What are three questions you can ask about your findings.

Gifted and Talented:

Have small groups create a political advertisement with both print and audio components for Henry Clay, Andrew Jackson, or John Quincy Adams. Tell groups to use at least three sources to identify the person's political platform and then use the Political Advertisement worksheet to create their advertisements. Give groups time to present their advertisement, and have them complete the Rubric Assessment. The full project and rubric are available online at networks.

Chapter 13 - Manifest Destiny (6.1.8.HistoryCC.4.c, 6.2.8.GeoHE.2.a, 6.1.5.GeoSV.2)**Objectives:**

- Analyze why Americans wanted the land in the Oregon Country.
- Evaluate the concept of and justifications for Manifest Destiny.
- Identify the steps in the process of statehood for Florida.
- Identify points of view in the war for independence in Texas.
- Analyze the importance and the impact of the Santa Fe Trail.
- Identify points of view in the development of California's culture.
- Identify the reasons behind the conflict between the United States and Mexico.

- Understand cause and effect relationships that followed the discovery of gold in California.
- Identify the Mormons and analyze why they settled in Utah.

Extended Activity:

Part of this chapter focuses on the war with Mexico and the events leading up to it. Have students make a timeline delineating the events that caused tension between the United States and Mexico, the events that occurred during the war, and the end of the war.

Gifted and Talented:

This project is for students to learn about the causes and consequences of U.S. westward expansion and the conflict surrounding the acquisition of territory for statehood. Students will read about the topic in their textbook; conduct personal research on the topic, citing at least three sources; develop arguments to support their position; outline a list of points to frame their debate; draft a constructive speech for the beginning of the debate; draft a rebuttal based on the points the other side is likely to raise; rehearse their speeches; and debate in front of the class and/or an audience.

Chapter 14 - North and South (6.1.12.CivicsPI.3.b, 6.1.12.HistoryCA.3.b, 6.1.12.GeoSV.3.a)

Objectives:

- Identify and evaluate how the innovations in industry, travel, and communications changed the lives of Americans in the 1800s.
- Understand cause and effect relationships between immigration and its impact on cities and industry in the North.
- Analyze and compare the economies of the North and South.
- Analyze and describe the living conditions of enslaved African Americans in the South and the unique culture they developed.

Extended Activity:

Have students research the Underground Railroad and write a fictional narrative of an enslaved person who runs away. Encourage students to include details from their research in their narratives.

Gifted and Talented:

Groups will create an encyclopedia entry about one of the following: clipper ships, the *Tom Thumb*, Erie Canal, Morse code, cotton gin, or plantations. Students will read about the topic in their textbook and conduct research in groups, citing at least three sources. Then they will find maps, photos, or other visuals, decide what to include, organize the details, and create the entry. Have students display and discuss their encyclopedia entries in class.

Chapter 15 - The Spirit of Reform (6.1.12.EconNE.3.a, 6.1.12.CivicsDP.3.c, 6.1.12.GeoSV.3.a, 6.1.12.HistoryUP.3.b)

Objectives:

- Explain how the Second Great Awakening led to an interest in social reform.
- Identify and analyze major reform movements and who led them.
- Identify transcendentalist authors and describe their work.
- Trace the development of the abolitionist movement.

- Identify abolitionist leaders and their actions.
- Contrast the arguments for and against abolition.
- Analyze the impact of the Seneca Falls Convention on the women's reform movement.
- Identify and analyze changes in education for women.
- Evaluate the result of how women's rights in marriage, family, and careers expanded.

Extended Activity:

Direct students to identify three important individuals discussed in the chapter. For each, have students construct sentences that start "I believe..." and accurately convey each historical figure's point of view.

Gifted and Talented:

To identify how certain leaders changed the way people thought, students will research a speech and reenact a scene about it in their own words. Students will read about the topic in their textbook and select an inspiring speech by an important abolitionist, such as Sojourner Truth, Frederick Douglass, William Lloyd Garrison, or Harriet Tubman. They will then research the reformer and his or her speech, and find photos or other visuals to enhance their presentation. They will organize their research, plan the presentation (including any costumes or props they plan to include), and present their reenactment.

Chapter 16 - Toward Civil War (6.1.12.HistoryUP.3.a, 6.1.12.HistoryUP.3.b, 6.1.12.CivicsPR.4.a, 6.1.12.GeoSV.4.a)

Objectives:

- Determine the causes that led to the division of the nation.
- Discuss and evaluate the political compromises that were made because of slavery.
- Draw conclusions about the Kansas-Nebraska Act.
- Analyze the new political party and its role in government.
- Identify and evaluate the importance of the Dred Scott v. Sandford decision.
- Evaluate the importance of the election of 1860.
- Analyze the significance of the attack on Fort Sumter.
- Analyze and compare arguments about whether or not the South had the right to secede.

Extended Activity:

Provide students with the names of the political parties from this chapter (Democrat, Whig, Free-Soilers, Republican, American/Know-Nothing), and help them create a flowchart showing how the parties are related. Indicate for each party whether it supported slavery (S) or supported freedom (F) for African Americans. Note that some parties had members who favored slavery and others who favored freedom.

Gifted and Talented:

Students should choose an issue that they read about in the textbook and research it, using more than three sources. Have students take a position on the issue and then prepare a speech that an army general would give to motivate troops. Suggest that students include the reason the soldiers are fighting and the results when their side is victorious. Give students time to rehearse their presentation before giving it to the class.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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