

7th Grade Social Studies Curriculum

Created 3/2007 (lstg)

WEEK	Topics	Standards	Every Day Skills Special Projects	
1	Scavenger Hunt - learning the textbook, reviewing maps and globes Reviewing how to use time lines Fact & Fiction game - what is fact & opinion in history. Pgs. 4-13 in text	1) 16.A.3a 2) 16.A.3b 3) 16.A.3c 4) 17.A.3b	1. Using models for organizing historical interpretation: events, biographies and issues 2. Make inferences about historical events using maps 3. Identify historical fact from interpretations 4. Use geographic representations-maps, carts, models	1. Students will use a scavenger hunt worksheet to get to know their new textbook. 2. Students will read and interpret time lines. 3. Students will create a time line of their life with at least 10 events. Time liner software can be used. 4. Review map skills Fact & Fiction game - looks at myth busters from history.
2	Chapter 1 pgs 24-57 The World in 1500s 5 days - Chapter 1	1) 16.C.3a 2) 17.A.3a 3) 18.A.3.	1. Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750. 2. Explain how people use geographic markers and boundaries to analyze and navigate the Earth 3. Comparing characteristics of culture as reflected in language, arts and traditions	1. Debate - Children of Columbus and Taino 2. Look at societies of Africa, - includes stations on Africa- art, fables, and textile culture later - Native Americans, and Feudalism & Intro to early explorers 3. 23 minute video on Middle Ages (review of 6 th grade studies)
3 4	Chapter 2 pgs. 58 - 81 European Exploration of the Americas 1492-1700. 8 days - Chapter 2	1) 16.C.3a. (US & W) 2) 17.C.3c. 3) 16.D.3(w)	1. Describe economic motivations that attracted Europeans and others to the Americas, 1500-1700 2. Analyze how human process influence settlements patterns including migration and population growth. 3 Identify consequences of events that shaped the world -slave trade	1. Explorer Cookie - activity, Venn Diagrams , 2. Skit of Treaty of Tordesillas, Learning stations, 3. how to write essays in social studies, Overview of European Explorers
5 6 7	Chapter 3 pgs. 82-105 The English Establish the 13 Colonies 1585-1732 10-12 Days - Chapter 3	1) 14.C.3. 2) 16.A.3b. 3) 16.B.3a.	1. Compare historical issues involving rights, roles and status of individuals in relation to states and nation 2. Make inferences about historical events and eras using sources 3. Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period. 4. Describe economic motivations that attracted Europeans to USA 5. How human process influence settlement patters & pop. growth 6. How individuals interact with and within institutions - (military)	The development of charters and the Mayflower Compact. Create a Colony Project View Pocahontas video excerpts and Compare and Contrast Thanksgiving - Fact or Fallacy Semantic mapping KWL activity and Integrated map work Skit - Salem witchcraft trials & Colonial Station Activities Math Connection - Map out a schematic of actual size of the Mayflower Ship - Technology - homepage of 13 colonies
7 8	Chapter 4 pgs. 106-131 The English Establish the 13 Colonies 1585-1732 8 days for Ch. 4	1) 15 D. 3b 2) 17.C.3a. 3) 16.D.3a 4) 16.D. 3b. & 3(w)	1. Explain how comparative advantage forms the basis for specialization and trade among nations 2. Explain how human activities are affected y geographic factors 3. Describe characteristics of different kinds of communities in variou sections of America during the colonial period 4. Identify the origins that shaped social history	1. Semantic webbing - graphic organizers 2. Analyzing cause and effects 3. Create flip charts of the colonies and their products and resources 4. Cause and effects of slavery
9	Chapter 5 pgs. 132-155 The Beginnings of an American Identity 7 days - Ch. 5	1) 14.F.3a 2) 14.F.3b	1. Analyze historical influences on the development of political ideas and practices 2. Describe how United States political ideas and traditions were instituted in the Bill of Rights and Constitution	1. Outlining and summarizing information about the colonies 2. Colonial Williamsburg websites French and Indian War

10 11	Chapter 6 pgs. 156-189 Road To Revolution 10 days - Ch 6	1) 14.F.3a & b 2) 15.E.3a 3) 18.B.3a	1. Understand the development of US political ideas and traditions. I.e. Declaration of Independence 2. Identify the types of taxes levied by differing levels of government 3. Analyze how individuals and groups interact with military	Guest Speaker 1. <u>Time line</u> collage - posters & presentations Boston massacre <u>Net Simulation</u> (trial by jury) 2. Declaration of Independence KIT includes video & magazines 3. P. 164
12 13	Chapter 7 pgs. 190-217 The American Revolution 1776-1783 11-12 days for Ch 7	1. 16.B.3b. 2. 14.F.3a	1. Explain how & why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the U.S. Constitution. 2. Analyze historical influences on development of political ideas and practices as enumerated in the Declaration of Independence	1. Revolutionary War - student learning stations 2. Videos - <u>Seeds of Liberty and Causes of War</u> Some reading classes use <u>lit circles</u> and Revolutionary war literature with this unit.
14 15	Chapter 8 pgs. 218-241 Confederation to Constitution 8-9 days for Ch 8	1) 14.A.3 2) 14.B.3 3) 14.F.3a&b. 4) 16.B.3a	1. Describe how responsibilities are shared and limited by the U.S. 2. Identify and compare the basic political systems of the U.S. 3. Understand the development of US political ideas and traditions 4. Describe how different groups competed for political power	1. The Articles of the Confederation- weaknesses 2. Shay's Rebellion, Northwest Ordinance Video - Shaping of the American Nation (VID 342.73 SHA) 3. Read SHH <u>We're Writing the Constituion</u> by Jean Fritz 4. Chart:Federalists and Anti Federalist - DEBATE
16-24	Constitution Hbk pgs. 242-290 Illinois Handbook - from state Flag Test Citizenship Handbook 8 weeks	1) 16.B.3c 2) 18.C.3a &3b 3) 14.A.3-14.C.3.	1. Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions. 2. Describe ways in which a diverse U.S. Pop. Has developed and maintained common beliefs and social systems over time. 3. Understand the basic principles of US and Illinois government responsibilities of citizens, roles of individuals, states and the nation Also included 14.D.3, 14.E.3, 14.F.3a &3B	1. Memorize the Preamble <u>Venn Diagrams</u> - National and State Powers 1. US Court decisions - create a verdict (<u>debate</u>) 2. Amendment Project (Online activity) 3. 7 th GRADE CONSTITUTION TEST, FLAG TEST, IL TEST Illinois Maps boundaries etc(17.A.3a & b - <u>map skills</u>)
25 26	Chapter 9 pgs. 290-309 Launching a New Republic 7 -9 days for Ch 9	1) 15.A.3a 2) 16.A.3a &3b 3) 17.A.3a 4) 18.A.3.	1. Explain how market prices signal producers about what, how, and how much to produce - Economic systems 2. Describe how historians use models for organizing interpretations, make inferences about historical events and eras using maps and sources. 3. Explain how people use geographic markers and boundaries to analyze and navigate Earth 4.. Explain how lang. Lit. And the arts and traditions contribute to the development and transmission of culture	1. How banks work -guest speaker from First Mid Bank 2.The French Revolution - review in context with textbook 3. The first political parties use <u>We the People</u> resource books enough for several class sets. 4. Interpreting political cartoons (p. 306)
27 28	Chapter 10 pgs. 310-337 The Jefferson Era 1800-1816 10 days for Ch 10	1) 14.A.3 2) 14.B.3 3) 14.F.3.A 4) 14.F.3B 5) 15.D.3a & 3b 6) 16.E.3a 7) 17.B.&C.3a.	1. Responsibilities are shared and limited by the US & significant court decisions 2..Basic political systems prescribed by the US constitution 3.Historical influences on development of political ideas in U.S. ". 4. Describe how U.S. political ideas and traditions were instituted in the Constitution and Bill of Rights. 5. Understand trade as an exchange of goods and services-to & among nations 6. Describe how early settlers in IL & U.S. adapted to their environment to 1818 7.Explain interactions of Earth's physical systems and our relationship to it.	1. Alien and Sedition Acts view point of the Federalists 2. Democratic-Republican Party vs. the Federalist party of 1800 3. The designing of Washington D.C. and the Jeffersonian philosophy. 4. Students create a postage stamp depicting the Jeffersonian Era Understanding Marbury v. Madison supreme court ruling & principal of Judicial Review 5. -7 . <u>Map work</u> on the Louisiana Purchase& Lewis & Clark Expedition War of 1812 - Origins of traditions - National Anthem

29 30	Chapter 11 pgs. 338-363 National & Regional Growth 9 days	1) 15.D.3c 2) 16.C.3b 3) 18 A.3 4) 17 D.3b	1. Explain how workers can affect their productivity through training and by using tools, machinery, and technology. 2. Explain relationships among the American economy and slavery, immigration, industrialization, labor & urbanization 1700-present 3. Explain how language, lit. the arts and traditions contribute to culture. 4. Explain how interactions of geographic factors have shaped our conditions	1. The Industrial Revolution - Students create a "human kinesthetic" Interactive -movable parts machine to simulate the manufacturing of a product. 2. Analyze cause and effects with invention of cotton gin. 3. Students listen to African American spirituals and compare to other forms of American music. 4. Create a transportation map which includes the Erie Canal
31 32	Chapter 12 pgs. 366-389 The Age of Jackson 8 days	1) 14.C.3 2) 14.D.3 3) 15.E.3B 4) 16E.3B	1. Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. 2. Describe roles in shaping current IL and U.S. public policy.3. Explain how laws & govt. policies help the market economy. 4. Explain how rural populations adapted to the land.	1. Voting rights expand - students create a political advertisement - how do ads affect voters? 2.Students create a flow chart that shows history of the political parties (p. 386) 3.Students use semantic feature analysis grid to explain how tariffs work (p. 380-381) 4. Create a memorial for Trail of Tears (p. 376-377)
32 33 34	Chapter 13 pgs. 390-420 Manifest Destiny 10 days	1) 15.D..3c 2) 15.E.3a. 3) 16 D.3b 4) 17.A.3a&3b	1. Explain how workers can affect their productivity through training and using tools, and technology. 2. Identify types of taxes levied by differing levels of government. 3. Describe different kinds of families in America in frontier times 4. Understanding world geography & effects on society w/ emphasis on the U.S.A.	1. Analyze historical artifacts to understand mining and mining camps. 2. The Foreigner Miner Tax - leads to Chinatown - cause & effect. 3.Reading stories of the Oregon trail & the Mormon trail. 4. Creating maps of westward expansion (p. 395-398)
34 35	Chapter 14 pgs. 421-452 A New Spirit of Change 8-10 days	1) 14.E.3 2) 16.A.3a.&3b 3) 16.C.3b &3c. 4) 18.B.3b 5) 18.A.3	1.Historical models & inferences from events and eras. 2. Describe the impact of urbanization 1850 & on. 3. Explain the relationships among US economy & slavery 4. Explain how social institutions contribute to the development and transmission of culture 5. Explain how language, lit, the arts and traditions contribute to culture.	1. Reading pie and bar graphs about immigration patterns 2. Push & pull factors of immigration p. 424 & mapping settlements 3. The affects of the Underground Railroad - online field trip 4. Students research their heritage and cultural influences. P. 426 5. Readers theater - of Hawthorne, and Thoreau p. 429-432)
Embedded within	Note that instructors add their own focus and attention to more goals and often repeat goals and multiple standards throughout a chapter.		Goals that still need more attention are within the state goal # 15 about understanding economic systems - with emphasis on the U.S. Although in 6 th the concepts are introduced, more needs to be developed in 7 th grade and then with more chapters in 8 th grade is delved into more deeply.	Goals 16.B.3d, 16.C.3c, and 16.E.3c are addressed in 8 th grade, but may be introduced in 7 th grade during study of the Constitution. Goals 17.B.3b, 17.C.3b, 17.D.3a, - regarding significance of geographic factors using resources, and affects on ecosystems is only briefly mentioned in chapter 1 & 2.