



Social Studies - Grade 7- 10 Weeks  
7th Grade

NYS Performance Indicators	Objectives	Text Resources	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>SS2.I.1A SS1.I.4B SS1.I.4A SS1.I.3B SS1.I.3A SS1.I.1A</p>	<p><b>10 Weeks **factoring time for DBQ's/Projects**</b></p> <p><b>History/Social Science (5 days)</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the social scientific method and techniques used by social scientists to study human cultures</li> <li>2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems</li> <li>3. To formulate social science questions and define social science issues and problems</li> </ol> <p><b>Content Outline:</b></p> <p>A. History and the other social sciences provide a framework and methodology for a systematic study of human cultures</p> <ol style="list-style-type: none"> <li>1. The role of history and the historian</li> <li>2. The other social sciences including archaeology and the use of artifacts, anthropology, economics, geography, political science, psychology, and sociology</li> </ol> <p>B. The social scientific method as a technique for problem solving and decision making</p>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How do historians research the past?</li> <li>- What are primary and secondary sources?</li> <li>- How do anthropology, economics, geography, political science, psychology, and sociology assist historians as they uncover the past, research the present and forecast the future?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Analyze primary and secondary source documents to understand the purpose and usefulness of both.</li> <li>• Create a web graphic organizer to demonstrate the interrelationships of the social sciences.</li> </ul> <p>These understandings may be introduced at the beginning of both grades 7 and 8, but should be infused and applied when whenever possible in all units.</p>	<p>MC 1, 2, 3</p>

[SS2.1.1A](#)  
[SS1.1.4B](#)  
[SS1.1.4A](#)  
[SS1.1.3A](#)  
[SS1.1.1A](#)

**GEOGRAPHY AND CULTURE (5 DAYS)**

**II. Geographic Factors Influence Culture**

**Objectives:**

1. To describe the relationships between people and environments and the connections between people and places
2. To describe the reasons for periodizing history in different ways
3. To map information about people, places, and environments
4. To identify and compare the physical, human, and cultural characteristics of different regions and people
5. To understand the geography of settlement patterns and the development of cultural patterns
6. To identify the five themes of geography: movement, region, human-environment interaction, location, and place.

**Content Outline:**

**A.** Theories attempt to explain human settlement in the Americas

1. Anthropologists theorize that Asians migrated across a land bridge (Beringia) between Asia and the Americas
2. Native American Indians believe in indigenous development with migration patterns in both directions

**B.** Geographic factors affected the settlement patterns and living conditions of the earliest Americans

**C.** Major Native American civilizations in Central and South America

1. The Aztecs
2. The Mayas
3. The Incas

H14 - H26

5 Themes of Geography  
Thematic Essay

Machu Picchu Tour  
Chichen Itza

**CLASSROOM IDEAS:**

- Use physical, topographical, political, and economic maps to compare and contrast the three early American civilizations.
  - Conduct a three-way debate to discuss the comparative contributions and accomplishments of the Mayan, Aztec, and Incan civilizations.
  - Create a timeline to track major events and dates.
- Teachers may wish to introduce the six essential elements of the national geography standards at this point (see Standard 3).

Developments in Aztec, Mayan, and Incan culture (i.e., religion, government, technology) may be compared and contrasted to contemporaneous European culture (see Standard 2: Establishing time frames, exploring different periodizations. . .).

MC  
4, 5, 6

Iroquois Confederacy (5 days)

III. Iroquoian and Algonquian Cultures on the Atlantic Coast of North America

10 - 15

**Objectives:**

1. To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
2. To map information about people, places, and environments
3. To understand the worldview held by native peoples of the Americas and how that worldview developed
4. To understand the ways different people view the same event or issues from a variety of perspectives

**Content Outline:**

A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People adapted to the environment in which they settled

1. Geographic regions of New York
2. Diversity of flora and fauna
3. Seasons and weather patterns
4. Kinds of settlements and settlement patterns

B. The Iroquois (Haudenosaunee) developed cultural patterns that reflected their needs and values

1. Creation and religious beliefs
2. Importance of the laws of nature and the wise use of natural resources
3. Patterns of time and space
4. Family and kinship
5. Education
6. Government: Iroquois Confederacy and political organizations at the village level (tribal organization)
7. Conceptions of land ownership and use
8. Language
9. Adaption to their environment (ex: Iroquois use of wood to build longhouses)

**ESSENTIAL QUESTIONS:**

- What are the political, social, and economic characteristics of each North American culture?
- How did geography influence the development of each culture?
- How did the North American world perspective differ from that of the Europeans?

CR - #1

**CLASSROOM IDEAS:**

- Use New York State maps and local resources to examine the Native American inhabitants of our region.
- Examine Native American folklore, stories, and oral history as an interdisciplinary project with English.

MC, 8, 9

- Study the natural resources and climate of the Native American habitat as an interdisciplinary project with science.
- Compare the Iroquois and the Algonquians in a Venn diagram.
- Make a chart to show the political, economic, and social aspects of life in the Native American culture areas of North America.

- The effects of geographic environment on culture may be examined further by comparing and contrasting Iroquois and Algonquian cultures with native people in other cultural areas, such as the Great Tribes.

In later units, comparison of the effect of environment may also be made with colonists (UNIT TWO) and Preindustrial Age

	<p>C. Algonquian Culture</p> <ol style="list-style-type: none"> <li>1. Spiritual beliefs</li> <li>2. Spatial patterns</li> </ol>			<p>pioneers (UNIT FIVE).</p>	
<p>SS5.1.1D SS5.1.1C SS5.1.1B SS4.1.1C SS4.1.1A SS3.1.2B SS3.1.1A SS2.1.4D SS2.1.3C SS2.1.2C SS1.1.4C SS1.1.4B SS1.1.4A SS1.1.3D SS1.1.3C SS1.1.3B SS1.1.3A SS1.1.2D SS1.1.2C SS1.1.2B SS1.1.2A SS1.1.1B SS1.1.1A</p>	<p><b>IV. European Conceptions of the World in 1500</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the worldview held by Europeans prior to 1500</li> <li>2. To understand the ways different people view the same event or issues from a variety of perspectives</li> </ol> <p><b>Content Outline:</b></p> <p>A. European knowledge was based on a variety of sources</p> <ol style="list-style-type: none"> <li>1. Accounts of early travelers and explorers</li> <li>2. A variety of different maps</li> <li>3. Writing of ancient scholars</li> <li>4. Guesswork</li> <li>5. Oral traditions and histories</li> </ol> <p>B. Different worldviews and ethnocentrism resulted in many misconceptions</p>	<p>22 - 27</p>		<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How was the European worldview demonstrated in maps, artwork, and writing from the time?</li> <li>- How can misconceptions lead to stereotyping?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Rate the reliability of a variety of sources of information.</li> <li>• Find examples of stereotyping in historic and current events.</li> </ul>	
<p>SS5.1.1D SS5.1.1C SS5.1.1B SS4.1.1C SS4.1.1A SS3.1.2B SS3.1.1A SS2.1.4D SS2.1.3C SS2.1.2C SS1.1.4C SS1.1.4B SS1.1.4A SS1.1.3D SS1.1.3C SS1.1.3B SS1.1.3A SS1.1.2D SS1.1.2C SS1.1.2B SS1.1.2A SS1.1.1B SS1.1.1A</p>	<p><b><u>EUROPEAN EXPLORATION (3-5 DAYS)</u></b></p> <p><b>I. European Exploration And Settlement</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes</li> <li>2. To understand the impacts of European settlement on Native American Indians and Europeans</li> <li>3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> </ol>	<p>38 - 67</p>		<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What were the major causes and effects of European exploration?</li> <li>- How have the events of exploration and colonization been interpreted throughout history?</li> </ul> <p>Teachers may convey the changes in interpretation of history (see Standard 1: The skills of historical analysis. . .) when describing differences between “discovery” and “contact.”</p>	<p>MC 10</p>

SS1.1.2C  
 SS1.1.2B  
 SS1.1.2A  
 SS1.1.1B  
 SS1.1.1A

4. To understand the ways different people view the same event or issues from a variety of perspectives

**Content Outline:**

**A. Motivating factors**

1. Technological improvements in navigation
2. Consolidation of political power within certain countries in Europe
3. Desire to break into the Eastern trade markets
4. Missionary zeal
5. Desire to find a Northwest Passage

**B. Geographic factors influenced European exploration and settlement in North and South America**

1. Effects of weather and natural hazards on the Atlantic crossings
2. Characteristics of different physical environments in the Americas and where different Europeans settled
3. The development of “New England,” “New France,” “New Netherland,” and “New Spain”

**C. Effects of exploration and settlement in America and Europe— human-induced changes in the physical environment in the Americas caused changes in other places (Columbian Exchange)**

1. Introduction of new diseases to the Americas was devastating
2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American lands
3. New types of foods improved both European and Native American health and life spans
4. Economic and political changes in the balance of power in Europe and the Americas
5. Introduction of African slaves into the Americas (Middle Passage)

**D. Exploration and settlement of the New York State area by the Dutch and English**

1. Relationships between the colonists and the Native American Indians
2. Similarities between the Europeans and

**CLASSROOM IDEAS:**

- Draw/make models of new inventions that aided exploration.
- Compare and contrast New England, New France, and New Spain in political, social, and economic aspects of life.
- Study the Columbian exchange as an interdisciplinary unit with science.
- Compare the Dutch and English settlement of the New York region, using a Venn diagram. Compare political, social, and economic characteristics of the settlements.

Suggested Document: Journal of Christopher Columbus

The results of contact (the Columbian exchange) may be viewed in terms of positive and negative effects for all participants; however, students should be aware that some groups were unwilling participants.

A look at eastern and western Long Island or settlements in the Hudson Valley can form a basis for a comparison between Dutch and English rule in New York.

MC  
7

CR #2

	<p>Native American Indians</p> <ol style="list-style-type: none"> <li>a. The role of tradition</li> <li>b. The importance of families and kinship ties</li> <li>c. The hierarchical nature of the community and family</li> <li>d. The need to be selfsufficient</li> </ol> <p>3. Differences</p> <ol style="list-style-type: none"> <li>a. Ideas about land ownership</li> <li>b. Roles of men and women</li> <li>c. Beliefs about how people from different cultures should be addressed</li> </ol> <p>4. Rivalry between the Dutch and English eventually resulted in English supremacy</p>				
<p>SS5.1.1D SS5.1.1C SS5.1.1B SS4.1.1C SS4.1.1A SS3.1.2B SS3.1.1A SS2.1.4D SS2.1.3C SS2.1.2C SS1.1.4C SS1.1.4B SS1.1.4A SS1.1.3D SS1.1.3C SS1.1.3B SS1.1.3A SS1.1.2D SS1.1.2C SS1.1.2B SS1.1.2A SS1.1.1B SS1.1.1A</p>	<p><b>13 COLONIES (7 - 10 DAYS)</b></p> <p><b>II. Colonial Settlement: Geographic, Political, and Economic Factors</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period</li> <li>2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations</li> <li>3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources</li> <li>4. To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs</li> </ol> <p><b>Content Outline:</b></p> <p>A. English colonies: New England, Middle Atlantic, Southern</p> <ol style="list-style-type: none"> <li>1. Reviewed as a geographic region—criteria to define regions, types of regions</li> <li>2. Settlement patterns: who?when? why?</li> <li>3. Economic patterns emerge to meet diverse</li> </ol>	<p>68 - 107</p>	<p><a href="#">Jamestown Virtual Tour</a></p> <p><a href="#">Mayflower Compact Activity</a></p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What are the political, economic, and social roots of colonial settlements in the Americas?</li> <li>- What role did geography play in the settlement pattern?</li> </ul> <p>This section includes comparisons between European nations, their colonial objectives, and the methods they used to reach their goals (see Standard 2: The study of world history requires an understanding of world cultures and civilizations. . .).</p> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the English, French, and Spanish colonies, using a chart to show political, economic, and social differences.</li> <li>• Map the geography of each type of colony. Use the geography to explain</li> </ul>	<p>MC 16, 22</p> <p>MC 23</p>

	<p>needs: agricultural and urban settlements</p> <p>4. Political systems: the Mayflower Compact and Virginia House of Burgesses</p> <p>5. Social order</p> <p>B. New Netherland; French and Spanish colonies</p> <ol style="list-style-type: none"> <li>1. Reviewed as a geographic region—types, connections between regions</li> <li>2. Settlement patterns: who? when? why?</li> <li>3. Economic patterns emerge to meet diverse needs</li> <li>4. Political systems and social order</li> </ol>			<p>differences in the types of settlements in each region.</p> <p><u>Suggested Document:</u> The Mayflower Compact (1620): “. . .do enact, constitute, and frame, such just and equal laws. . .”</p> <ul style="list-style-type: none"> <li>• Comparison between English colonial governments and the Iroquois Confederacy</li> </ul>	
<p><a href="#">SS5.1.1D</a>  <a href="#">SS5.1.1C</a>  <a href="#">SS5.1.1B</a>  <a href="#">SS4.1.1C</a>  <a href="#">SS4.1.1A</a>  <a href="#">SS3.1.2B</a>  <a href="#">SS3.1.1A</a>  <a href="#">SS2.1.4D</a>  <a href="#">SS2.1.3C</a>  <a href="#">SS2.1.2C</a>  <a href="#">SS1.1.4C</a>  <a href="#">SS1.1.4B</a>  <a href="#">SS1.1.4A</a>  <a href="#">SS1.1.3D</a>  <a href="#">SS1.1.3C</a>  <a href="#">SS1.1.3B</a>  <a href="#">SS1.1.3A</a>  <a href="#">SS1.1.2D</a>  <a href="#">SS1.1.2C</a>  <a href="#">SS1.1.2B</a>  <a href="#">SS1.1.2A</a>  <a href="#">SS1.1.1B</a>  <a href="#">SS1.1.1A</a></p>	<p><b><u>13 Colonies Cont'd</u></b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how European and other settlers adapted to life in the American colonies</li> <li>2. To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious</li> <li>3. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies</li> <li>4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models</li> <li>5. To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems</li> <li>6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs</li> </ol> <p><b>Content Outline:</b></p> <p><b>A.</b> Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <ol style="list-style-type: none"> <li>1. Variations were found             <ol style="list-style-type: none"> <li>a. Religious-based</li> <li>b. Slave and free black communities</li> <li>c. Place of national origin</li> </ol> </li> <li>2. The social structure promoted interdependence</li> </ol>			<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How did settlers adapt to the new environments?</li> <li>- How did colonial life evolve?</li> <li>- What kinds of political systems were created to provide order and justice?</li> <li>- What kinds of economic systems were created to answer the three basic economic questions: What goods and services shall be produced? How shall they be produced? For whom shall they be produced?</li> <li>- What kinds of social systems were created to satisfy religious and cultural needs?</li> </ul> <p>Teachers may emphasize the evolving nature of colonial culture that was different than that of the English mother country and resulted in a new American culture.</p> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Recreate colonial communities on paper or in play form to show how people lived in colonial times.</li> <li>• Case study of a colonial community.</li> <li>• Field trip to a restored colonial village.</li> </ul>	<p>MC 11, 12</p> <p>MC 18</p>

3. Social goals promoted community consciousness over individual rights
  4. Role of religions
    - a. Puritans
    - b. Quakers
    - c. Catholics
    - d. Pilgrims
  5. Survival demanded cooperation and a strong work ethic
  6. Importance of waterways
  7. A hierarchical social order created social inequity
- B. Structure and roles of colonial families**
1. Nuclear families made up the basic social and economic unit
  2. Authority and obligation followed kinship lines
  3. Roles of family members
- C. Life in colonial communities was a reflection of geographic and social conditions**
1. Impact of physical environments on
    - a. Travel
    - b. Communication
    - c. Settlements
    - d. Resource use
  2. Social conditions led to
    - a. Different forms of government
    - b. Varying roles of religion
    - c. Inequalities of economic conditions
    - d. Unequal treatment of blacks
  3. The impact of geographic and social conditions could be seen in the divergent landholding systems that developed in:
    - a. New England
    - b. New Netherland: patroonship system
    - c. Southern colonies: plantation system
  4. Life in French and Spanish colonies was both similar to and different from life in other colonies

- Make maps to show geographic features that affected colonial life such as waterways, topography, climate, and natural resources.
- Study colonial life through historical fiction during an interdisciplinary English/social studies unit.
- Use primary sources such as letters, diaries, inventories, newspapers, and documents such as the Mayflower

Compact to bring the colonial era to life.

- Create colonial newspapers addressing political, social, and economic issues and events in different colonies. Each paper should have a patriot or loyalist point of view.

Teachers may emphasize differences between New England, Middle, and Southern colonies (see Standard 3: Geography can be divided into six essential elements. . .). Differences observed in this unit may be reviewed while studying the writing of the Constitution (UNIT FOUR), sectionalism in the Preindustrial Age (UNIT FIVE), and the causes of the Civil War (UNIT SIX).

MC 13,  
14, 15,  
17, 19,  
20, 21

<p> <a href="#">SS5.1.1D</a>  <a href="#">SS5.1.1C</a>  <a href="#">SS5.1.1B</a>  <a href="#">SS4.1.1C</a>  <a href="#">SS4.1.1A</a>  <a href="#">SS3.1.2B</a>  <a href="#">SS3.1.1A</a>  <a href="#">SS2.1.3C</a>  <a href="#">SS2.1.2C</a>  <a href="#">SS1.1.4C</a>  <a href="#">SS1.1.4B</a>  <a href="#">SS1.1.4A</a>  <a href="#">SS1.1.3D</a>  <a href="#">SS1.1.3C</a>  <a href="#">SS1.1.3B</a>  <a href="#">SS1.1.3A</a>  <a href="#">SS1.1.2D</a>  <a href="#">SS1.1.2C</a>  <a href="#">SS1.1.2B</a>  <a href="#">SS1.1.2A</a>  <a href="#">SS1.1.1B</a>  <a href="#">SS1.1.1A</a> </p>	<p><b><u>AMERICAN REVOLUTION (10-15 DAYS)</u></b></p> <p><b>I. Background Causes of the American Revolution</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the economic, political, and social causes of the American Revolution</li> <li>2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> <li>3. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems</li> <li>4. To consider the nature and evolution of a constitutional democracy</li> </ol> <p><b>Content Outline:</b></p> <p><b>A. Economic factors</b></p> <ol style="list-style-type: none"> <li>1. Growth of mercantilism: triangular trade</li> <li>2. Rise of an influential business community in the colonies</li> <li>3. Cost of colonial wars against the French</li> </ol> <p><b>B. Political factors</b></p> <ol style="list-style-type: none"> <li>1. The role of the British Civil War</li> <li>2. Periods of political freedom in the colonies</li> <li>3. Impact of the French and Indian War: Albany Plan of Union</li> <li>4. Political thought of the Enlightenment influenced prominent colonial leaders</li> </ol> <p><b>C. New social relationships between European powers and the American colonies: development of a new colonial identity</b></p>	<p>108 - 146</p>	<p><u>Primary Source</u> Common Sense Thomas Paine</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What are the political, economic, and social causes of the American Revolution?</li> <li>- How did public opinion evolve in regard to the movement for independence?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Map the triangular trade route. Use a key.</li> <li>• Use primary sources such as the “Join or Die” cartoon and the text of the Albany Plan of Union to examine the French and Indian War as a cause of the Revolution.</li> <li>• Read writings of Enlightenment thinkers such as John Locke and Baron de Montesquieu to analyze the rationale for the movement toward independence.</li> <li>• Identify factors which led to a colonial American identity.</li> </ul> <p>Students should define and apply major economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems (see Standard 4).</p>	<p>Midterm DBQ</p> <p>MC 25, 26</p>
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<p> <a href="#">SS5.1.1D</a>  <a href="#">SS5.1.1C</a>  <a href="#">SS5.1.1B</a>  <a href="#">SS4.1.1C</a>  <a href="#">SS4.1.1A</a>  <a href="#">SS3.1.2B</a>  <a href="#">SS3.1.1A</a>  <a href="#">SS2.1.4D</a>  <a href="#">SS2.1.3C</a>  <a href="#">SS2.1.2C</a>  <a href="#">SS1.1.4C</a>  <a href="#">SS1.1.4B</a>  <a href="#">SS1.1.4A</a>  <a href="#">SS1.1.3D</a>  <a href="#">SS1.1.3C</a>  <a href="#">SS1.1.3B</a>  <a href="#">SS1.1.3A</a>  <a href="#">SS1.1.2D</a>  <a href="#">SS1.1.2C</a>  <a href="#">SS1.1.2B</a>  <a href="#">SS1.1.2A</a>  <a href="#">SS1.1.1B</a>  <a href="#">SS1.1.1A</a> </p>	<p><b><u>AMERICAN REVOLUTION CONT'D</u></b></p> <p><b>II. The Shift from Protest to Separation</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how colonists' concerns regarding political and economic issues resulted in the movement for independence</li> <li>2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts</li> <li>3. To consider the nature and evolution of constitutional democracies</li> </ol> <p><b>Content Outline:</b></p> <p><b>A.</b> New British attitude toward colonies following victory over France</p> <ol style="list-style-type: none"> <li>1. Colonies could not protect themselves</li> <li>2. Colonies were not paying a fair amount toward their support</li> </ol> <p><b>B.</b> New British policies antagonized many Americans</p> <ol style="list-style-type: none"> <li>1. Parliament acts such as Proclamation of 1763 and Navigation Acts</li> <li>2. New tax policies and taxes: Stamp Act, Tea Act, and Townshed Acts</li> <li>3. Other acts of repression: Zenger case and others</li> </ol> <p><b>C.</b> Public opinion was shaped in different forums</p> <ol style="list-style-type: none"> <li>1. Political bodies</li> <li>2. Public display and demonstration</li> <li>3. Print media</li> </ol> <p><b>D.</b> Wide variety of viewpoints evolved</p> <ol style="list-style-type: none"> <li>1. Complete separation (Patriots)</li> <li>2. More autonomy for the colonies</li> <li>3. Desire to remain with Britain (Loyalists)</li> <li>4. No change in status quo</li> </ol>	<p>108 - 146</p>	<p>Debate on:                      - Patriots                      - Loyalists</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How did colonial protests against Britain escalate?</li> <li>- What specific British policies galvanized public opinion in the colonies?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Illustrate famous quotations from the period with relevant cartoons or drawings in an interdisciplinary art/social studies unit.</li> <li>• Compare the shaping of public opinion in colonial times with modern media techniques in an interdisciplinary English/social studies unit.</li> </ul> <p>Role-play differing views on separation from England given differing political, economic, and social interests.</p> <p><u>Suggested Documents:</u>                      Thomas Paine, <i>Common Sense</i> ; artwork, Paul Revere's engraving of the Boston Massacre (1770)</p> <p>Students should apply the concept of multiple causation while reviewing the events leading up to the American Revolution (see Standard 1: The skills of historical analysis. . .).</p>	<p>MC 27, 28, 29</p>
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**AMERICAN REVOLUTION CONT'D****III. Early Attempts to Govern the Newly Independent States****Objectives:**

1. To understand how the colonists attempted to establish new forms of self-government
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
4. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents

**Content Outline:**

- A.** The Revolution begins
1. Early confrontations
  2. Important leaders
  3. First Continental Congress
- B.** The Second Continental Congress represented the first attempt to govern the colonies
1. “Republican” government
  2. Request for state constitutions and political systems
  3. Asserting independence
- C.** A movement for independence evolved from the political debate of the day
- D.** Declaration of Independence
1. Origins
  2. Content
  3. Impact
  4. Ideals embodied
  5. Influence from Thomas Paine's *Common Sense*
- E.** Independence creates problems for New Yorkers
1. Organizing new State government
  2. Economic problems
  3. Political factions
  4. Slavery
  5. Recruiting soldiers for the war

108 - 146

[Declaration of Independence Links](#)

**ESSENTIAL QUESTIONS:**

- What political systems were established in the colonies?
- How did the American Revolution parallel the move toward selfgovernment?
- What were the major documents of the independence movement and how were they produced?

**CLASSROOM IDEAS:**

- Research the lives of people who made a difference in the American Revolution.
- After a roundtable sharing session, students can rate the individuals according to their relative contributions to the Revolution.
- Rewrite the Declaration of Independence in modern language.
- Write a constitution for New York State and compare it to the original 1777 version.
- Role-play the writing of the Declaration of Independence, using words and music from 1776.
- Make a timeline of events in the move toward independence.

**Suggested Documents:**

Declaration of Independence (1776), New York State Constitution of 1777

Student understanding of the Declaration of Independence (i.e., unalienable rights, the purpose of government) is essential in understanding such related topics as the Bill of Rights (UNIT FOUR), the Progressive movement (UNIT SEVEN), and the civil

MC 32  
33

				rights movement (UNIT ELEVEN).	
<a href="#">SS4.I.1C</a> <a href="#">SS4.I.1A</a> <a href="#">SS3.I.2B</a> <a href="#">SS3.I.1A</a> <a href="#">SS2.I.4D</a> <a href="#">SS2.I.3C</a> <a href="#">SS2.I.2C</a> <a href="#">SS1.I.4C</a> <a href="#">SS1.I.4B</a> <a href="#">SS1.I.4A</a> <a href="#">SS1.I.3D</a> <a href="#">SS1.I.3C</a> <a href="#">SS1.I.3B</a> <a href="#">SS1.I.3A</a> <a href="#">SS1.I.2D</a> <a href="#">SS1.I.2C</a> <a href="#">SS1.I.2B</a> <a href="#">SS1.I.2A</a> <a href="#">SS1.I.1B</a> <a href="#">SS1.I.1A</a>	<p><b><u>AMERICAN REVOLUTION CONT'D</u></b></p> <p><b>IV. Military and Political Aspects of the Revolution</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how the colonists were able to unite against British power to win a major military and political victory</li> <li>2. To understand how events on the national level influenced and affected New Yorkers</li> <li>3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups</li> <li>4. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources</li> </ol> <p><b>Content Outline:</b></p> <p>A. Strategies of the principal military engagements</p> <ol style="list-style-type: none"> <li>1. Washington’s leadership</li> <li>2. New York as the object of strategic planning</li> <li>3. Evolution of the war from the North to the South: Lexington and Concord, Valley Forge, Saratoga and Yorktown.</li> </ol> <p>B. Role of the Loyalists</p> <ol style="list-style-type: none"> <li>1. In New York City</li> <li>2. Colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution             <ol style="list-style-type: none"> <li>a. Refuge for Loyalists</li> <li>b. Staging ground for attacks on New York’s patriots</li> </ol> </li> </ol> <p>C. The outcome of the war was influenced by many factors</p> <ol style="list-style-type: none"> <li>1. Personalities and leadership</li> <li>2. Geography: importance of various physical features</li> <li>3. Allocation of resources</li> <li>4. Foreign aid: funds and volunteers</li> <li>5. Role of women, blacks, and Native American Indians</li> <li>6. Haphazard occurrences of events: the human factor</li> </ol>	108 - 146		<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What was the military course of the Revolutionary War?</li> <li>- What role did leadership, commitment, and luck play in the American victory over the British?</li> <li>- What political, economic, and social issues brought people together against the British?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Map the battle sites and create a detailed key.</li> <li>• Analyze artwork from the Revolutionary era, e.g., “Washington Crossing the Delaware” by Emanuel Leutze; analyze music from the period, e.g., “Yankee Doodle”</li> <li>• Read biographies of little-known participants in the Revolution—Marquis de Lafayette, Baron von Steuben, Lydia Darragh, Peter Salem—to accent the multicultural backgrounds of the participants.</li> <li>• View a reenactment of a Revolutionary battle or engage a reenactment soldier to visit your classroom and speak about military life.</li> <li>• Make supply-and-demand graphs for wartime supplies such as ammunition, shoes, wool.</li> </ul> <p>Suggested Documents:            Thomas Paine, <i>The Crisis</i>;            artwork, “Washington</p>	<p>CR #3</p> <p>MC 30</p> <p>MC 31</p> <p>MC 34</p>

	7. Clash between colonial authority and Second Continental Congress			Crossing the Delaware,”; song, “Yankee Doodle”	
<a href="#">SS5.1.1D</a> <a href="#">SS5.1.1C</a> <a href="#">SS5.1.1B</a> <a href="#">SS4.1.1C</a> <a href="#">SS4.1.1A</a> <a href="#">SS3.1.2B</a> <a href="#">SS3.1.1A</a> <a href="#">SS2.1.4D</a> <a href="#">SS2.1.3C</a> <a href="#">SS2.1.2C</a> <a href="#">SS1.1.4C</a> <a href="#">SS1.1.4B</a> <a href="#">SS1.1.4A</a> <a href="#">SS1.1.3D</a> <a href="#">SS1.1.3C</a> <a href="#">SS1.1.3B</a> <a href="#">SS1.1.3A</a> <a href="#">SS1.1.2D</a> <a href="#">SS1.1.2C</a> <a href="#">SS1.1.2B</a> <a href="#">SS1.1.2A</a> <a href="#">SS1.1.1B</a> <a href="#">SS1.1.1A</a>	<p><b><u>AMERICAN REVOLUTION CONT'D</u></b></p> <p><b>V. Economic, Political, and Social Changes Brought by the American Revolution</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation</li> <li>2. To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs</li> <li>3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions</li> <li>4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives</li> <li>5. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources</li> </ol> <p><b>Content Outline:</b></p> <p><b>A. On the national level</b></p> <ol style="list-style-type: none"> <li>1. Britain gave up claims to govern</li> <li>2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence</li> <li>3. American economy was plagued by inflation and hurt by isolation from world markets</li> </ol> <p><b>B. In New York State</b></p> <ol style="list-style-type: none"> <li>1. The effects of the American Revolution on the Iroquois Confederacy</li> <li>2. Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance</li> <li>3. A republican ideology developed which emphasized shared power and citizenship participation</li> </ol> <p><b>C. In the Western Hemisphere</b></p> <ol style="list-style-type: none"> <li>1. Britain did not accept the notion of American dominance of the hemisphere</li> <li>2. The remaining British colonies in Canada</li> </ol>	108 - 146		<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How did the Revolution change people’s lives?</li> <li>- How have these political, economic, and social changes been interpreted by different analysts?</li> <li>- Was the American Revolution a “revolution” for all of the participants? Why or why not?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Make a graphic organizer to show the effects of the Revolution on international, national, and state levels.</li> <li>• Classify the effects into political, social, and economic categories.</li> </ul>	MC 35

strengthened their ties to Great Britain  
3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule

Vocabulary

Technology Links

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