



Social Studies - Grade 7 - 30 Weeks  
7th Grade

| NYS Performance Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Text Resources | Resources (Suggested Activities) | Cross-Curriculum Connections                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment Items              |
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| <a href="#">SS5.1.4A</a><br><a href="#">SS5.1.2E</a><br><a href="#">SS5.1.2A</a><br><a href="#">SS5.1.1D</a><br><a href="#">SS5.1.1A</a><br><a href="#">SS4.1.2D</a><br><a href="#">SS4.1.2B</a><br><a href="#">SS4.1.1F</a><br><a href="#">SS4.1.1C</a><br><a href="#">SS4.1.1B</a><br><a href="#">SS4.1.1A</a><br><a href="#">SS3.1.2D</a><br><a href="#">SS3.1.2B</a><br><a href="#">SS3.1.1C</a><br><a href="#">SS1.1.3D</a><br><a href="#">SS1.1.3B</a><br><a href="#">SS1.1.3A</a><br><a href="#">SS1.1.2D</a><br><a href="#">SS1.1.2C</a><br><a href="#">SS1.1.2B</a><br><a href="#">SS1.1.2A</a><br><a href="#">SS1.1.1B</a><br><a href="#">SS1.1.1A</a> | <p><b>WASHINGTON/NEW GOVERNMENT/EARLY PRESIDENCIES (7-10 DAYS)</b></p> <p><b>New Government in Operation</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand how the new nation established itself and began to operate</li> <li>2. To understand how political parties emerged in response to concerns at the local, State, and national levels</li> <li>3. To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice</li> <li>4. To understand the relationship between and the relative importance of United States domestic and foreign policies over time</li> <li>5. To analyze the role played by the United States in international politics, past and present</li> <li>6. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources</li> <li>7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems</li> <li>8. To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American</li> </ol> | 234 - 293      | <p><u>Louisiana Purchase</u></p> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- What political, economic, and social issues did the new nation confront under the Constitution?</li> <li>- How did perspectives differ on the new nation's viability under the Constitution?</li> </ul> <p><b>CLASSROOM IDEAS:</b></p> <ul style="list-style-type: none"> <li>• Research important people and events and devise skits to show how precedents were set in the new nation, e.g., <i>Marbury v. Madison</i>, Pinckney Treaty, Louisiana Purchase, Monroe Doctrine.</li> <li>• Make a cause-and-effect diagram for the War of 1812.</li> </ul> | <p>MC 1, 2, 3</p> <p>MC 4</p> |

Indians in New York State and the United States

**Content Outline:**

- A. Washington as President: precedents
- B. Establishing stability
  - 1. Hamilton’s economic plan
  - 2. The Whiskey Rebellion
  - 3. Preserving neutrality: the French Revolution, Citizen Genet, Jay, and Pinckney treaties
  - 4. Political parties
  - 5. Election of 1800
  - 6. Judicial review: *Marbury v. Madison* (1803)
- C. Expanding the nation’s boundaries
  - 1. Pinckney Treaty with Spain
  - 2. Louisiana Purchase (doubled size of U.S.)
  - 3. War of 1812: (impressment, second war for independence)
  - 4. Monroe Doctrine (Latin America)
  - 5. Purchase of Florida
  - 6. Native American Indian concessions and treaties
- D. Challenges to stability
  - 1. French and English trade barriers and the Embargo Act
- E. The Era of Good Feelings
  - 1. Clay’s American system
  - 2. Internal expansion: new roads, canals, and railroads
  - 3. Protective tariffs
  - 4. National assertions: Marshall’s decision, i.e., *Gibbons v. Ogden 1824*
  - 5. *Extension of slavery by the Missouri Compromise*
  - 6. *Threats to Latin America: the Monroe Doctrine*
  - 7. *Disputed election of 1824*

Map

Lewis and Clark Journal  
 - expand on Lewis & Clark journal

• Map the geographic expansion westward and the ensuing expansion of slavery.  
Suggested Documents:  
 Journals of Lewis and Clark; song, “The Star Spangled Banner”

Teachers may describe the implementation of the new government as a period of experimentation.

MC 5, 6

MC 7, 8, 9

MC 10

**JACKSONIAN DEMOCRACY/  
TRAIL OF TEARS (5-7 DAYS)**

318 - 341

**Objectives:**

1. To understand how an American consciousness began to develop during Jackson’s administration
2. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations
3. To describe how ordinary people and famous historic figures in the local community, the 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
4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
5. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions

**Content Outline:**

- A. The age of the “common man”
  1. Expansion of suffrage
  2. Citizenship
  3. Election of 1828
  4. Jackson: man, politician, President
  5. The “spoils system”
  6. New political parties
- B. Jackson’s Native American policy reflected frontier attitudes
  1. Some Native Americans resisted

[Trail of Tears Interactive Map](#)

**ESSENTIAL QUESTIONS:**

- What was Jacksonian democracy?
- How did Jackson’s policies affect the political, economic, and social life of the nation?
- How was Jackson viewed by different groups of people?

**CLASSROOM IDEAS:**

- Use primary source documents to examine differing points of view on Jackson’s policies.
- Make cartoons to show differing viewpoints.
- Evaluate Jackson as a President, using his actions as a basis.
- Write a journal as a Cherokee boy or girl traveling the Trail of Tears.

Teachers may examine the irony of Jacksonian democracy that extended suffrage while supporting Indian removal.

Students should have the opportunity to explore

MC 11, 13

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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
|  | <p>government attempts to negotiate their removal by treaty</p> <ol style="list-style-type: none"> <li>2. Government policy of forced removals (1820-1840) resulted in widespread suffering and death (Indian Removal Act, Trail of Tears - Cherokees)</li> <li>3. Native American Indian territory</li> </ol> <p>C. Intensifying sectional differences</p> <ol style="list-style-type: none"> <li>1. Protective tariff, 1828</li> <li>2. Nullification controversy, 1828, 1832</li> <li>3. Clay's compromise tariff, 1833</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |  | <p>interactions between Native American Indians and European Americans on the American frontier and to examine these interactions from a variety of perspectives.</p> <p>In UNIT SIX, review growing sectionalism as an underlying cause of the Civil War.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |
|  | <p>III.<br/>PRE-INDUSTRIAL: 1790 - 1860s<br/>(7-10 DAYS)</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. To understand the way of life of an agrarian society</li> <li>2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy</li> <li>3. To describe historic events through the eyes and experiences of those who were there</li> <li>4. To explore the meaning of American culture by identifying the key ideas, beliefs, patterns of behavior, and traditions that help define it and unite all Americans</li> <li>5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems</li> <li>6. To understand how scarcity requires people and nations to make choices that involve costs and future considerations</li> <li>7. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</li> <li>8. To describe the relationships between people and environments and the connections between people and places</li> <li>9. To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference</li> </ol> | <p>381-471</p> |  | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>- How did social and economic life change as the United States began to move from an agrarian to an industrial society?</li> <li>- How did geographic factors contribute to this change?</li> <li>- How do statistics support historians as they research an era?</li> </ul> <p>Several of the understandings in this section (i.e., rise of technology, industrialization and urbanization, reform) are mirrored in the second half of the 19th century (UNIT SEVEN).</p> <p>Teachers may use examples from this section to illustrate key ideas from Standard 1 (The study of New York State and United States history requires an analysis of the development of American culture.).</p> | <p>MC 25</p> <p>MC 12</p> |

works, interviews, surveys) to locate and gather geographical information about issues and problems

**Content Outline:**

A. Portrait of the United States, 1800

1. Agriculturally based economy
2. Urban centers on the coast
3. Poor communication and transportation systems
4. Self-sufficiency
5. Regional differences

B. Patterns of community organization, work, and family life in agrarian America

C. Technological changes altered the way people dealt with one another

1. Improved transportation made travel and communication easier
2. Greater ties between communities were possible
3. The Erie Canal and its impact
  - a. Reasons for building the Erie Canal
  - b. Technology involved in its construction
  - c. Types and sources of labor: ethnic and racial labor force
  - d. Results of building the Erie Canal

D. The impact of early industrialization and technological changes on work and workers, the family, and the community

1. An increase in the production of goods for sale rather than personal use
2. Increased purchasing of what was formerly produced at home
3. Emergence of a new work ethic

E. Family roles changed, affecting society in general

1. Changing role of women
2. Childhood became a more distinct stage of life
3. Roles of private agencies

F. Slavery and abolition

1. Review the institution of slavery
2. The meaning and morality of slavery
3. Abolition movement
  - a. Leadership (Harriet Tubman, Garrison, and others)
  - b. Activities (e.g., freedom trail and the

Erie Canal Tour

Low Bridge Song

Drinking Gourd

Follow Harriet Tubman

- Opinion Paper
- Temperance
- Women's Rights
- Abolition (Slavery)

**CLASSROOM IDEAS:**

- Use local resources for primary and secondary sources— statistics, documents, artwork from the time—to create a portrait of life in 1800.
- Produce a case study of the Erie Canal and compare it with a canal or roadway in your local area.
- Show the interaction of social and economic changes, e.g., education, temperance, women's rights
- Study the abolition movement and map the major stations on the underground railroad.
- Examine the literature and art of the time and how it reflects American life, e.g., writings of James Fenimore Cooper, Washington Irving, Herman Melville, and Henry David Thoreau and art of the Hudson River School.
- Map sectional differences in 1860. Show political, economic, and social differences.

Teachers may wish to work with museums or local historical societies to explore this topic.

Suggested Documents:

Frederick Douglass, Independence Day speech at Rochester (1852): "What, to the American slave, is your Fourth of July?"; song,

CR #2,  
MC 18,  
19

MC 15, 16,  
17

CR #3

CR #4  
MC 22

MC 21

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |                                                                                                                                                                                                                                                                                 |  |
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|  | <p>underground railroad)</p> <ol style="list-style-type: none"> <li>4. Abolition in New York State</li> <li>5. Canada's role</li> <li>6. Effects of abolition</li> </ol> <p>G. Social changes</p> <ol style="list-style-type: none"> <li>1. Religious revival</li> <li>2. Women's rights</li> <li>3. Mental hospital and prison reform</li> <li>4. Education</li> <li>5. Temperance</li> </ol> <p>H. An American culture begins to emerge</p> <ol style="list-style-type: none"> <li>1. Literature</li> <li>2. Art</li> </ol> <p>I. Portrait of the United States, 1860</p> <ol style="list-style-type: none"> <li>1. Growth brought about many changes and regions—the spatial patterns of settlement in different regions in the United States             <ol style="list-style-type: none"> <li>a. The size and shape of communities</li> <li>b. Environmental impacts due to development of natural resources and industry— human modification of the physical environment</li> <li>c. The diversity of people within the larger communities and regions</li> <li>d. The ability of the political system within communities to deal with deviance</li> <li>e. The Preindustrial Age took place at different times in different places</li> </ol> </li> </ol> |  |  | <p>“The Erie Canal”</p> <p><u>Suggested Document:</u><br/>Seneca Falls Declaration of Sentiments (1848): “. . . that all men and women are created equal.”</p> <p>Culture</p> <p>Diversity Places and Regions Factors of Production</p> <p>Places and Regions Human Systems</p> |  |
|  | <ol style="list-style-type: none"> <li>2. The North             <ol style="list-style-type: none"> <li>a. Industrial base</li> <li>b. Increasing population</li> <li>c. Urban centered—“causes and consequences of urbanization”</li> </ol> </li> <li>3. The South             <ol style="list-style-type: none"> <li>a. Agricultural base (cotton)</li> <li>b. Invention of Cotton Gin - increased demand for slaves.</li> <li>c. Impact of Industrial Revolution on agriculture</li> <li>d. Increasing slave population</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |                                                                                                                                                                                                                                                                                 |  |

## Vocabulary

Louisiana Purchase, Purchase of Florida, Era of Good Feeling, Tariff, Missouri Compromise, Monroe Doctrine, "Spoils System," Nullification, Factory System, Erie Canal, Abolitionist, Harriet Tubman, William Garrison, Underground Railroad, Texas Annexation, California and the Mexican War, Oregon, Urban, Commerce, Agricultural, Rural, Plantation Economy, Slavery, suffrage, annex, cede, Trail of Tears, Indian Removal Act of 1830

## Technology Links

[www.louisianapurchase2003.com/index.html](http://www.louisianapurchase2003.com/index.html)

<http://ism.crt.state.la.us/cabildo/cab4.htm>

[www.militaryheritage.com/1812.htm](http://www.militaryheritage.com/1812.htm)

<http://odur.let.rug.nl/~usa/D/1801-1825/jmdoc.htm>

<http://faculty.delhi.edu/schleial/jackson.htm>

[www.germantown.k12.il.us/html/abolition.html](http://www.germantown.k12.il.us/html/abolition.html)

[www.legacy98.org/](http://www.legacy98.org/)

[www.factmonster.com/spot/womenstimeline1.html](http://www.factmonster.com/spot/womenstimeline1.html)

<http://edtech.kennesaw.edu/web/westward.html>

[www.state.sd.us/deca/DDN4Learning/ThemeUnits/west/ss.htm](http://www.state.sd.us/deca/DDN4Learning/ThemeUnits/west/ss.htm)

[http://elections.harpweek.com/http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=358%20](http://elections.harpweek.com/http://edsitement.neh.gov/view_lesson_plan.asp?id=358%20)

[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=289](http://edsitement.neh.gov/view_lesson_plan.asp?id=289)

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