



Social Studies - Grade 7 - 40 Weeks
7th Grade

NYS Performance Indicators	Objectives	Text Resources	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
SS5.1.2A SS5.1.1D SS5.1.1A SS4.1.2B SS4.1.1E SS4.1.1C SS4.1.1A SS3.1.1D SS3.1.1C SS3.1.1A SS1.1.4D SS1.1.4C SS1.1.4B SS1.1.3C SS1.1.3B SS1.1.2C SS1.1.2B	Unit Six – Division and Reunion CAUSES OF CIVIL WAR (10-15 Days) Objectives: 1. To understand the series of events and resulting conditions that led to the American Civil War 2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives 3. To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s Content Outline: A. Manifest Destiny (territorial expansion to Pacific Coast) <ol style="list-style-type: none"> The secession of Texas, 1836 The Mexican War, 1846-1848 Oregon Territory The westward movement and its effects on the physical, social, and cultural environments California Gold Rush B. The emotional impact <ol style="list-style-type: none"> <i>Uncle Tom's Cabin</i> (Harriet Beecher Stowe) John Brown's raid on Harper's Ferry Fugitive slave laws C. Failure of political compromise <ol style="list-style-type: none"> Compromise of 1850 Kansas-Nebraska Act, 1854 Founding of the Republican Party, 	Causes of the CW 476 - 498 342 - 364 Manifest Destiny	Uncle Tom's Cabin Lincoln Douglas Debate Lesson Position Paper - Defend either Lincoln or Douglas for election	ESSENTIAL QUESTIONS: - What political, social, and economic factors caused the Civil War? - What were the conflicting perspectives on slavery? - What kind of nation did the founding fathers create? - What is to be done with the institution of slavery? - Must sectionalism ultimately lead to disunion? CLASSROOM IDEAS: <ul style="list-style-type: none"> Categorize the causes of the Civil War. Define the northern and southern perspectives on these issues. Map the westward movement and its effects. Use primary sources to examine art, literature, and documents relevant to the pre-Civil War period. Role-play the compromises and debates. Suggested Document: Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i>	DBQ 40 WK causes/effects of civil war MC, 23, 24, 25,26, 27 MC 29, 30, 31 32, 33, 34, 35, 36, 37

	<p>1854-1856 4. <i>Dred Scott v. Sanford</i> (1857) 5. Lincoln-Douglas debate, 1858 6. Sectionalism 7. Election of 1860 8. Firing on Fort Sumter, 1861</p>				
<p>SS5.1.2A SS5.1.1D SS5.1.1A SS4.1.2B SS4.1.1E SS4.1.1C SS4.1.1A SS3.1.1D SS3.1.1C SS3.1.1A SS1.1.4D SS1.1.4C SS1.1.4B SS1.1.3C SS1.1.3B SS1.1.2C SS1.1.2B</p>	<p>II. THE CIVIL WAR BREAKS OUT</p> <p>Objectives:</p> <ol style="list-style-type: none"> To understand the development and progress of the Civil War To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant To map information about people, places, and environments To describe the relationships between people and environments and the connections between people and places To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources <p>Content Outline:</p> <p>A. The Presidency of Lincoln</p> <ol style="list-style-type: none"> Personal leadership Opposition Emancipation Proclamation <p>B. Advantages and disadvantages of each side</p> <ol style="list-style-type: none"> Advantages <ol style="list-style-type: none"> South <ol style="list-style-type: none"> Military leadership Commitment of people to preserve their way of life North <ol style="list-style-type: none"> Effective navy Larger army Manufacturing Agricultural production Transportation system Disadvantages 	<p>506 - 547</p>	<p>American Civil War Links</p> <p>Civil War Links</p> <p>Civil War Resources</p> <p>Research Report - investigative report</p> <p>North and South Advantages/ Disadvantages</p> <p>Civil War Battles- Tour</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> What was the course of the Civil War? What were its political, social, and economic ramifications <p>CLASSROOM IDEAS:</p> <ul style="list-style-type: none"> Biographical focus on Abraham Lincoln. Analyze the strengths and weaknesses of the North and the South at the beginning of the war. Categorize the advantages and disadvantages— political, economic, and social. Use local resources to examine the role of your community in the Civil War and local attitudes toward it. Use primary sources such as diaries, letters, songs, and photographs to study personalities and issues involved in the Civil War. Write the Gettysburg Address in your own words and memorize part of it. Map the progress of the war and make a detailed key. <p>Suggested Documents: Lincoln’s Gettysburg Address (1863): “. . . government of the people, by the people, for the people. . .”;</p>	<p>MC 38</p> <p>MC 40</p> <p>MC 41</p> <p>MC 39</p>

	<ul style="list-style-type: none"> a. South <ul style="list-style-type: none"> 1) Lacked manufacturing 2) Lacked a navy 3) Not prepared for war b. North <ul style="list-style-type: none"> 1) Lacked quality military leadership 2) Not prepared for war c. The military and political dimensions of the war (Battle of Gettysburg-Turning Point) <ul style="list-style-type: none"> 3. Geographic factors influenced the war's progress and outcome— role of physical and other barriers 4. Major campaigns evolved around a changing strategy on both sides 5. Wartime problems and political issues 6. Foreign policy maneuvering was crucial to the final outcome <ul style="list-style-type: none"> a. Seward's concern with Mexico b. Emancipation Proclamation as an element of foreign policy 7. Technology of the war C. New York State in the Civil War <ul style="list-style-type: none"> 1. Military role 2. Political opposition in New York City 3. Conscription laws and draft riots <ul style="list-style-type: none"> a. Undemocratic nature of the draft b. Conscription as a factor in racism 		<p>Emancipation Proclamation; artwork, Matthew Brady's Civil War photographs</p> <p>Emancipation Proclamation Primary Source</p>		
<p>SS5.1.2A SS5.1.1D SS5.1.1A SS4.1.2B SS4.1.1E SS4.1.1C SS4.1.1A SS3.1.1D SS3.1.1C SS3.1.1A SS1.1.4D SS1.1.4C SS1.1.4B SS1.1.3C SS1.1.3B SS1.1.2C SS1.1.2B</p>	<p>III. RESULTS OF THE CIVIL WAR</p> <p>Objectives:</p> <ul style="list-style-type: none"> 1. To understand how the Civil War affected the development of the postwar United States and influenced other countries 2. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, 	<p>548 - 576</p>		<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> - What were the political, social, and economic effects of the Civil War? - What happened to the South after the Civil War? - What were the long-term economic, political, and social implications of Reconstruction? 	

the Bill of Rights, and other important historic documents

3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability

4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality

5. To analyze the role played by the United States in international politics, past and present

Content Outline:

A. Preservation of the Union

B. Abolition of slavery

- 1. The Emancipation Proclamation
- 2. Civil Rights and the 13th Amendment

C. Political power and decision making

- 1. Secession
- 2. States' rights

D. Reconstruction

- 1. Sharecropping - labor system in south
- 2. Lincoln's plan
- 3. Johnson's plan and Congressional opposition resulted in his impeachment
- 4. Congressional Reconstruction
- 5. Constitutional Amendments 14 and 15 guarantee equal rights for all races except Native American Indians
 - a) Prevention of use of voting rights for African Americans (Poll Taxes, Grandfather Clauses, Literacy Tests, formation of Klu Klux Klan)
- 6. Problems of economic and social reconstruction led to sharecropping as a substitute for slavery
- 6. The official end of Reconstruction in 1877
- 7. Segregation held legal: *Plessy v. Ferguson* (1896)

E. The enormous human suffering and loss of life caused by the war

Position

- argue for or against African-Americans on citizenship
- use a northern southern point of view

CR#5

MC 42, 43, 44, 45

CLASSROOM IDEAS:

- Analyze primary source documents such as the Emancipation Proclamation and the Civil War Amendments.
- Debate Lincoln's plan, Johnson's plan, and the Radical Republicans' plan for Reconstruction.
- Compare the impeachment of Andrew Johnson with that of William Jefferson Clinton.

Suggested Documents:

Civil War Amendments 13, 14, 15

Vocabulary

Civil War, Sectionalism, State's Rights, Secession, Slavery, Uncle Tom's Cabin, John Brown's Raid, Fugitive Slave Laws, Compromise of 1850, Kansas-Nebraska Act, Republican Party, Dred Scott, Lincoln-Douglas Debates, Fort Sumter, Emancipation Proclamation, 13th Amendment, Reconstruction, Impeachment, Radical Reconstruction, 14th Amendment, 15th Amendment

Technology Links

<http://www.sdcoe.k12.ca.us/score/cwvm/cwvmtg.htm>
<http://sunsite.utk.edu/civil-war/warweb.html>
<http://library.wustl.edu/vlib/dredscott/>
<http://quest.arc.nasa.gov/special/mlk/gourd2.html>
http://www.americanslibrary.gov/jb_reform_beecher_1.html
<http://www.civilwar.net/searchlinks.asp?searchlinks=Battles>
<http://.nysl.nysed.gov/library/features/ep/>
<http://lcweb2.loc.gov/ammem/ndlpedu/lessons/rec/rhome.html>
www.americaslibrary.gov/cgi-bin/page.cgi/jb/recon#more

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