

Niagara Falls City School District Gr. 7 ACC Social Studies 2022 Curriculum Map

10 WEEK – UNIT 1		Unit Description:	
Native Americans (2 Weeks)		7.1 - The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • How might have first peoples have reached the Americas? • How did the development of agriculture among some peoples in the Americas impact: <ul style="list-style-type: none"> ○ the beliefs and origin stories of Native Americans? ○ the rise of Native American civilizations in Mesoamerica and North America? ○ the cultures and lifestyles of the many Native American peoples living in North America when the Europeans arrived? 	<ul style="list-style-type: none"> • 7.1 a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures. 	<ul style="list-style-type: none"> ➤ Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history. ➤ Students will examine theories of human settlement of the Americas. (7.1a) ➤ Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development. (7.1a) ➤ Students will examine various groups of Native Americans located within what became New York State, including the Haudenosaunee Confederacy and the influence geographic factors had on their development. (7.1a) 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Check for Understanding from United States History: Voices and Perspectives. page 28 • Additional Options: <ul style="list-style-type: none"> ○ Exploratory writing assignment about how Native American tribes were impacted by their geography and environment ○ Powerpoint Project: Have each student research a Native American tribe and identify how climate and geography impacted their lifestyle and traditions. ○ Reflection Activity: How has this unit changed your ideas and awareness of Native American ways of life? (Seal of Civic Readiness: Civic Mindset)
Resources: Textbook: Page 1-29			

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Educator Guide about the Haudenosaunee Confederacy: <https://americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf>

Native American Regions game <https://www.geoguessr.com/seterra/en/vgp/3290>

Basic breakdown of regions and tribes: https://www.ducksters.com/history/native_american_tribes_regions.php

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10 WEEK – UNIT 2		Unit Description:	
Colonial Developments (2 Weeks)		7.2 - European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the economic and religious reasons for exploration? • What were ways growth of trade and new technologies helped spur the age of exploration? • What were the discoveries of early Portuguese and Spanish explorers in their searches for new trade routes? • What were the differences in the settlements in the Americas by the European powers, such as Spain, France, and England? 	<ul style="list-style-type: none"> • 7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration • 7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing 	<ul style="list-style-type: none"> ➤ Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection. (7.2a) ➤ Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano. (7.2a) ➤ Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee. (7.2b) ➤ Students will investigate other Native American societies found in their locality and their interactions with European groups. (7.2b) 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Check for Understanding: Page 60 ○ Check for Understanding: Page 102 ○ Inquiry Journal page 38: comparing reasons to explore and modern-day exploration (space, deep sea) ○ Inquiry Journal page 42: Was colonial America a free society? ○ Inquiry Journal page 58: Colonists set up governments according to their beliefs and needs. Which freedom today is most important to you?

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<ul style="list-style-type: none"> • What were the rivalries that developed among European powers and how they affected colonization? • What was the effect European colonization had on native inhabitants and societies throughout the world? • What were the reasons for the settlement of the various English colonies? • What were the economic, political, and social characteristics of the New England, Middle, and Southern colonies? • What led to the creation of representative government in the English colonies, including the Mayflower Compact and the House of Burgesses? 	<p>conceptions of property and land ownership.</p> <ul style="list-style-type: none"> • 7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies. • 7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting. 	<ul style="list-style-type: none"> ➤ Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans. (7.2b) ➤ Students will investigate the reasons for colonization and the role of geography in the development of each colonial region. (7.2c) ➤ Students will examine the economic, social, and political characteristics of each colonial region. (7.2c) ➤ Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system. (7.2d) ➤ Students will examine the changing status and role of African Americans under the Dutch and English colonial systems. (7.2d) ➤ Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans. (7.2d) ➤ Students will describe the conditions of the Middle Passage. (7.2e) 	<ul style="list-style-type: none"> ○ Pocahontas Question Page 71 Teacher Edition • Additional Options <ul style="list-style-type: none"> ○ Draw what life in the three colonial regions looked like based on what you've learned in class ○ Columbus Hero/Villain Project: Students will research and decided if Columbus was a hero/villain by researching and writing an essay. ○ Evaluate the similarities and differences between the geographic, political, religious, economic, and social characteristics of the three colonial regions. ○ Reflection Activity: How can you see the impact of the age of exploration in your life today? <i>(Seal of Civic Readiness: Civic Mindset)</i>
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<ul style="list-style-type: none"> • What were the effects of English settlement on the Native Americans in various regions? • How did society and culture in colonial develop during this time in America? 	<ul style="list-style-type: none"> • 7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions. 	<ul style="list-style-type: none"> ➤ Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State. (7.2e) ➤ Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State. (7.2e) ➤ Within the context of New York State history, students will distinguish between indentured servitude and slavery. (7.2e) 	
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Resources:

Textbook: Page 32-104

History Channels Story of Us “Rebels”
<https://www.youtube.com/watch?v=CXW0dW9LJN8&list=PL3BrCRgvsZ9BTtb4kcxgaNYaCIawFr53c&index=1>

New Visions Materials about the 13 Colonies (need to be edited to be 7th grade level)
<https://curriculum.newvisions.org/social-studies/course/us-history/Colonial-America/>

Guns, Germs, Steel: <https://www.pbs.org/gunsgermsteel/educators/index.html>

Incredible timelapse map that shows the trafficking of enslaved people over time: <https://slate.com/news-and-politics/2021/09/atlantic-slave-trade-history-animated-interactive.html>

Video showing a 3-D model of a ship used to traffic enslaved people <https://www.youtube.com/watch?v=IUpN6P6qmwc&t=46s>

Link about appropriate terminology related to slavery: <https://www.nps.gov/subjects/undergroundrailroad/language-of-slavery.htm>

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<p style="text-align: center;">10 WEEK – UNIT 3</p> <p style="text-align: center;">American Independence</p> <p style="text-align: center;">(3 Weeks)</p>	<p>Unit Description:</p> <p>7.3 - Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the causes and effects of the French and Indian War? • How did the colonists react to British economic and political policies following the French and Indian War? • What were the causes of the American Revolution? • What role did key individuals play in the movement toward independence? 	<ul style="list-style-type: none"> • 7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain. • 7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent. 	<ul style="list-style-type: none"> ➤ Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York. (7.3a) ➤ Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers. (7.3a) ➤ Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect. (7.3a) ➤ Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America. (7.3a) ➤ Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification. (7.3b) ➤ Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Inquiry Journal Page 65: Analyzing Thomas Pane’s “The American Crisis” ○ Inquiry Journal Page 69: Join or Die ○ Inquiry Journal Page 82: Why was the Bill of Rights controversial? • Additional Options: <ul style="list-style-type: none"> ○ Writing Assignment: Identify a shortcoming faced by the Continental Army, providing examples from specific battles of the American

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<ul style="list-style-type: none"> • Why were the battles at Lexington and Concord important? • What is the meaning and significance of the Declaration of Independence? • What were the major events and battles of the American Revolution? • What were the roles of significant individuals during the American Revolution? • What were the provisions of the Treaty of Paris? • What were the lasting impact of the American Revolution? 	<ul style="list-style-type: none"> • 7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence. • 7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace. 	<p>Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions. (7.3b)</p> <ul style="list-style-type: none"> ➤ Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence. (7.3b) ➤ Students will compare the proportions of loyalists and patriots in different regions of the New York colony. (7.3b) ➤ Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War. (7.3b) ➤ Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence. (7.3c) ➤ Students will examine the Declaration of Independence and the arguments for independence stated within it. (7.3c) ➤ Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution. (7.3d) ➤ Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution. (7.3d) ➤ Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map. (7.3d) 	<p>Revolution, and describe what George Washington did to overcome that shortcoming.</p> <ul style="list-style-type: none"> ○ Reflection Activity: Who gets to write the narrative of a war? What perspectives are not included? Who benefited from the American victory? Who did not? <i>(Seal of Civic Readiness: Civic Mindset)</i>
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Resources:

Textbook: Page 105-164

French and Indian War Documentary

- (Battle of Fort Necessity/Washington takes the blame 25:03-28:24)

<https://www.youtube.com/watch?v=VgAS-xIdS78&t=2707s>

- Fort Duquesne/Clip that shows different warfare strategies (43:11-47:47)

<https://www.youtube.com/watch?v=VgAS-xIdS78&t=1507s>

- Battle of Quebec (3:32-12:28)

<https://www.youtube.com/watch?v=pIXgwudcnMA>

History Channels Story of Us “Washington Leads the Revolution”

<https://www.youtube.com/watch?v=enCE9JbVKcU&list=PL3BrCRgvsZ9BTtb4kcxgaNYaClawFr53c&index=2>

Mercantilism game:

<https://www.afsahighschool.com/site/handlers/filedownload.ashx?moduleinstanceid=4127&dataid=7449&FileName=Mercantilism%20Simulation.pptx>

Funny song parodies about the American Revolution:

<https://www.youtube.com/watch?v=TcDxSICplPE&list=PLCH8uxPXHDPBphyoxdC6bwSV8dVpWlgrZ>

<https://www.archives.gov/legislative/resources/education/constitution>

Fort Ticonderoga: <https://www.fortticonderoga.org/learn-and-explore/educators/>

Educational Resources from Museum of the American Revolution: <https://www.amrevmuseum.org/learn-and-explore/for-students-and-educators>

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<p style="text-align: center;">10 WEEK – UNIT 4</p> <p style="text-align: center;">Historical Development of The Constitution</p> <p style="text-align: center;">(3 Weeks)</p>	<p>Unit Description:</p> <p>7.4 - The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the successes and failures of the United States' first attempt at government? • What were the debates and compromises that occurred during the Constitutional Convention? • Who were the key figures in writing the ratification of the U.S. Constitution? • What are the key principles of government 	<ul style="list-style-type: none"> • 7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty. • 7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A 	<ul style="list-style-type: none"> ➤ Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles. (7.4b) ➤ Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution. (7.4b) ➤ Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals. (7.4c) ➤ Students will examine how key issues were resolved during the Constitutional Convention, including: 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Argumentative Writing About the Articles of Confederation page 173 ○ Writing about African Americans in the New Republic page 184 ○ Evaluating a Painting Activity page 185 ○ Virginia Plan v. New Jersey Plan Activity page 186 ○ Analyzing Primary Sources about Ratifying the Constitution pages 196-200

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<p>embodied in the U.S. Constitution?</p>	<p>convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.</p> <ul style="list-style-type: none"> 7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution. 	<ul style="list-style-type: none"> state representation in Congress (Great Compromise or bicameral legislature) the balance of power between the federal and state governments (establishment of the system of federalism) the prevention of parts of government becoming too powerful (the establishment of the three branches) the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise) (7.4c) <p>➤ Students will examine the role of New York State residents Alexander Hamilton and John Jay as leading advocates for the new Constitution. (7.4c)</p>	
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Resources:

Textbook: Page 166-22

Amendment Cootie Catcher: https://constitutioncenter.org/media/files/Amedment_Cootie_Catchers.pdf

Bill of Rights Bingo: https://constitutioncenter.org/media/files/Bill_of_Rights_Bingo.pdf

Articles of Confederation Lesson: <https://www.icivics.org/teachers/lesson-plans/wanted-just-right-government>

Branches of Power game: <https://www.icivics.org/games/branches-power>

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<p>20 WEEK - UNIT 5</p> <p>The Constitution in Practice (2 Weeks)</p>		<p>Unit Description:</p> <p>7.5 - The United States Constitution serves as the foundation of the U.S. government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.</p>	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What are the key principles of government embodied in the U.S. Constitution? • What are the rights and responsibilities related to American citizenship? • How did George Washington’s decisions shape the office of the presidency? 	<ul style="list-style-type: none"> • 7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments. • 7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights. • 7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The 	<ul style="list-style-type: none"> ➤ Students will identify powers granted to the federal government and examine the language used to grant powers to the states. (7.5a) ➤ Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution. (7.5b) ➤ Students will examine how checks and balances work by tracing how a bill becomes a law. (7.5b) ➤ Students will identify the individual rights of citizens that are protected by the Bill of Rights. (7.5b) ➤ Students will examine the process for amending the constitution. (7.5c) ➤ Students will examine the evolution of the unwritten constitution, such as Washington’s creation of the 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Seven Principles of the Constitution Activity online page 201 ○ Inquiry journal page 98: Choose an amendment and identify a controversy related to it in modern society. ○ Inquiry Journal page 106: Analyzing Washington’s Farwell Address. • Additional Options: <ul style="list-style-type: none"> ○ Have students be the legislative branch and recommend new rules for the classroom. You are the Executive and can approve or veto. Admin can be the Judicial Branch and evaluate whether the new rule follows school policies.

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	<p>New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.</p> <ul style="list-style-type: none"> 7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference. 	<p>presidential cabinet and the development of political parties. (7.5c)</p> <ul style="list-style-type: none"> ➤ Students will examine the changes to the New York State Constitution and how they were made during the 19th century. (7.5c) ➤ Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution. (7.5d) ➤ Students will examine the Monroe Doctrine and its effects on foreign policy. (7.5d) 	<ul style="list-style-type: none"> ○ Amendment Madness: Create a bracket like the NCAA March Madness Bracket listing the amendments. Have students work independently or in groups to decide which amendments are more important to them and narrow it down until there is an ultimate amendment champion. Students should write a reflection on why they made the decision they did in each bracket. ○ Reflection Activity: To whom did the words “We the people” refer to when written? (<i>Seal of Civic Readiness: Civic Mindset</i>)
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Resources:

Textbook: Page 166-22

Amendment Cootie Catcher: https://constitutioncenter.org/media/files/Amedment_Cootie_Catchers.pdf

Bill of Rights Bingo: https://constitutioncenter.org/media/files/Bill_of_Rights_Bingo.pdf

Articles of Confederation Lesson: <https://www.icivics.org/teachers/lesson-plans/wanted-just-right-government>

Branches of Power game: <https://www.icivics.org/games/branches-power>

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20 WEEK - UNIT 6	Unit Description:
Westward Expansion (3 Weeks)	7.6 - Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What domestic issues that arose during the early years of the republic? • What are the foreign policies that developed under the first presidents, including those that led to the War of 1812? • How did the growth of new industry and transportation in the nation impact the expansion westward? • What are the divisions that began to appear among the country's regions? • What were the policies, events, and issues related to Native Americans during the Jackson era? 	<ul style="list-style-type: none"> • 7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move. • 7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest 	<ul style="list-style-type: none"> • Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States. (7.6b) • Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward. (7.6c) • Students will examine the growth of suffrage for white men during Andrew Jackson's administration. (7.6c) • (7.6c) Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture. (7.6c) 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Interpreting an Image of Lewis and Clark page 255 ○ Geography Skills page 257 and 263 ○ Narrative Writing about Louisiana Purchase page 264 ○ Analyzing Effects of the Erie Canal page 281 ○ Describing lifestyles of pioneer families page 282 ○ Informative Writing About a Narrative Painting about the Trail of Tears page 313

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<ul style="list-style-type: none"> • What was the experience of settlers in the Oregon Territory? • What were the events leading to the independence of Texas and its eventual statehood? • What was the impact of Westward Expansion on Native Americans? 	<p>Destiny and the need for resources, increased westward expansion and settlement.</p> <ul style="list-style-type: none"> • 7.6c Westward expansion provided opportunities for some groups while harming others. 	<ul style="list-style-type: none"> • Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts. (7.6c) • Students will examine the ways westward movement affected the lives of women and African Americans. (7.6c) • Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities. (7.6c) 	<ul style="list-style-type: none"> ○ Analyzing Perspectives on Removal of Native Americans pages 318-322 ○ Reviewing Political and Geographic Changes review pages 351 • Additional Options: <ul style="list-style-type: none"> ○ America completed Manifest Destiny by acquiring new land in various ways (going to war, purchasing, taking it, etc.). Identify one-way new land was acquired providing examples from the unit.
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Resources:

Textbook: Page253-376

History Channels Story of Us: Oregon Trail (16:39-27:36)
<https://www.youtube.com/watch?v=gwAhihxosDw&list=PL3BrCRgvsZ9BTtb4kcxgaNYaCIawFr53c&index=3>

Classic Oregon Trail Game: https://archive.org/details/msdos_Oregon_Trail_The_1990

History Channel Story of Us about the building of the Erie Canal (00:57-7:37)
<https://www.youtube.com/watch?v=70euLmJfiuc>

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20 WEEK - UNIT 7 Reform Movements (1 Week)	Unit Description: 7.7 - Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the conditions faced by enslaved people on plantations and their attempts to escape? • What changes brought about by a growing social reform movement? • Who led the rise of abolitionism in the 1800s? 	<ul style="list-style-type: none"> • 7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements. • 7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery. • 7.7c Women joined the movements for abolition and temperance and organized to advocate 	<ul style="list-style-type: none"> ➤ Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform. (7.7a) ➤ Students will examine ways in which enslaved Africans organized and resisted their conditions. (7.7b) ➤ Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery. (7.7b) ➤ Students will examine the effects of Uncle Tom’s Cabin on the public perception of slavery. (7.7b) ➤ Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations. (7.7b) ➤ Students will examine the seizure of the ship, La Amistad, carrying enslaved Africans, off the coast of Long Island 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Analyzing Sources: The Lives of Enslaved People (387-392) ○ Argumentative Writing About Education of Women page 394 ○ Inquiry Journal page 161: Why did slavery need to be abolished?

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	<p>for women’s property rights, fair wages, education, and political equality.</p> <ul style="list-style-type: none"> • 7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system. 	<p>and the resulting Supreme Court decision in United States v. The Amistad (1841). (7.7b)</p> <ul style="list-style-type: none"> ➤ Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony. (7.7c) ➤ Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments. (7.7c) ➤ Students will trace the Anti-Rent movement in New York State. (7.7d) 	
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Resources:

Textbook page 393-406

Niagara Falls Underground Railroad Heritage Center Teacher Resources: <https://www.niagarafallsundergroundrailroad.org/learn/teachers-resources/>

Seneca Falls Teacher Resources: <https://www.nps.gov/wori/learn/education/learning/index.htm>

Songs of Harriet Tubman: <http://www.harriet-tubman.org/songs-of-the-underground-railroad/>

Anti-Rent movement primary resources: <https://www.albanyinstitute.org/anti-rent-movement.html>

New Vision’s materials about reform movements (need to be edited to a 7th grade level)

<https://curriculum.newvisions.org/social-studies/course/us-history/building-a-nation/>

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20 WEEK - UNIT 8	Unit Description:
A Nation Divided (3 Weeks)	7.8 - Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ ASSESSMENTS
<ul style="list-style-type: none"> • What were the social, economic, and political causes of the Civil War? • What were the economic and military differences between North and South? • What were the key events of the Civil War? • Who were the key individuals 	<ul style="list-style-type: none"> • 7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government. • 7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional 	<ul style="list-style-type: none"> ➤ Students will examine regional economic differences as they related to industrialization. (7.8a) ➤ Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act. (7.8b) ➤ Students will examine growing sectional tensions, including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party. (7.8b) ➤ Students will examine both long- and short-term causes of the Civil War. (7.8c) ➤ Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union. (7.8c) 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Summarizing Events Dividing the Country page 426 ○ Comparing and Contrasting Strategies page 431 ○ Inquiry Activity: Emancipation Proclamation textbook age 439-444

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<p>during the Civil War?</p> <ul style="list-style-type: none"> • What was the legacy of the Civil War and the United States? 	<p>tensions. Attempts at compromise ended in failure.</p> <ul style="list-style-type: none"> • 7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states. • 7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography. • 7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States. 	<ul style="list-style-type: none"> ➤ Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft. (7.8c) ➤ Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War. (7.8d) ➤ Students will examine the goals and content of Lincoln's Emancipation Proclamation. (7.8d) ➤ Students will examine how the use of various technologies affected the conduct and outcome of the Civil War. (7.8d) ➤ Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War. (7.8d) ➤ Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam. (7.8d) ➤ Students will examine the roles of women, civilians, and free African Americans during the Civil War. (7.8e) ➤ Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia. (7.8e) ➤ Students will explain how events of the Civil War led to the establishment of federal supremacy. (7.8e) 	<ul style="list-style-type: none"> ○ Inquiry Activity: Civilian Life during the War pages 451-456 • Additional Options: <ul style="list-style-type: none"> • Writing assignment: How did Lincoln utilize new technology to win the Civil War? • Reflection Activity: In what ways can the division of the Civil War era still be seen today? (Seal of Civic Readiness: Civic Mindset)
<p>Resources: Textbook: Page 409-472</p>			

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New technology during Civil War

- 1:40-8:12 –Minie Ball
- 15:15-25:01 Railroads and Telegrams

<https://www.youtube.com/watch?v=O-wTzZvVb-c&t=2136s>

An animated Lincoln game asks for advice and prompts players to decide the issue for themselves, before learning the actual outcome. At the end of the game, players discover how frequently they predicted Lincoln’s actions. <https://constitutioncenter.org/lincoln/html/introduction.html>

<https://curriculum.newvisions.org/social-studies/course/us-history/sectionalism-and-the-civil-war/>

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<p>20 WEEK – UNIT 9</p> <p>Reconstruction</p> <p>(1 Week)</p>	<p>Unit Description:</p> <p>8.1 - Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What is the significance of the Reconstruction amendments? • How did the goals and plans for reconstruction differ between President Lincoln, President Johnson and the Radical Republicans? • What political, economic, and social changes for African Americans brought about by Reconstruction? 	<ul style="list-style-type: none"> • 8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation. • 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans. • 8.1c Federal initiatives begun during Reconstruction were 	<ul style="list-style-type: none"> ➤ Students will compare and contrast the differences between Reconstruction under Lincoln’s plan, Johnson’s plan, and congressional (Radical) Reconstruction. (8.1a) ➤ Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans. (8.1b) ➤ Students will examine the Freedmen’s Bureau’s purpose, successes, and the extent of its success. (8.1b) ➤ Students will examine the effects of the sharecropping system on African Americans. (8.1b) ➤ Students will examine the reasons for the migration of African Americans to the North. (8.1b) ➤ Students will examine the rise of African Americans in government. (8.1b) 	<ul style="list-style-type: none"> • Assessments from United States History: Voices and Perspectives <ul style="list-style-type: none"> ○ Exit Slip Activities ○ Online Quizzes ○ Inquiry Journal page 181: Freedmen’s Bureau ○ Online Activity: the KKK and Hate Groups ○ Online Activity: The Exodus of the 1870s ○ Inquiry Activity: Voices from Reconstruction page 491-496 • Project Based Learning: Have students work in groups researching voting laws and obstacles to voting. Then have students research voting laws in your state today to identify one or two difficulties people still face. (Seal of Civic Readiness: Civic Knowledge)

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<ul style="list-style-type: none"> • What were the reasons for the end of Reconstruction and its effects on African Americans? 	<p>challenged on many levels, leading to negative impacts on the lives of African Americans.</p>	<ul style="list-style-type: none"> ➤ Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws. (8.1c) ➤ Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues. (8.1c) ➤ Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans. (8.1c) ➤ Students will examine the effects of the <i>Plessy v. Ferguson</i> ruling. (8.1c) 	<ul style="list-style-type: none"> • Reflection Activity: What are some of the same impediments to equality and representation that African Americans experienced after Reconstruction and still face today? (Seal of Civic Readiness: Civic Knowledge) • Reflection Activity: How has this unit informed or changed your perspective on the racial justice issues that are seen in society today? (Seal of Civic Readiness: Civic Mindset)
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Resources:

Textbook Page 473-500

Crash Course on Reconstruction: <https://www.youtube.com/watch?v=NGPAnLDzQYY>

<https://www.zinnedproject.org/collection/reconstruction/>

New Visions Materials including vocabular activities

<https://curriculum.newvisions.org/social-studies/course/us-history/reconstruction/>

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30 WEEK – UNIT 10		Unit Description:	
A Changing Society (3 Weeks)		8.2 - Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What drives innovation? • What challenges did immigrants face? • What motivates people to take social action? • What were the inventions and industrial advances of the late 1800s and early 1900s? • What conditions did workers face in the American industry? 	<ul style="list-style-type: none"> • 8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation’s largest city, and other cities in New York State also experienced growth at this time • 8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, 	<ul style="list-style-type: none"> ➤ Students will identify groups of people who moved into urban areas and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island. (8.2.a) ➤ Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest. (8.2.a) ➤ Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth. (8.2.b) ➤ Students will examine the living conditions in urban areas with a focus on increasing population density and the impact this growth had on the social, cultural, and economic lives of people. (8.2.b) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Industrial Revolution: Lessons 1 – 5, Pages 536 – 563 - Immigration: Lessons 6 – 8, Pages 564 – 580 - Progressive: Lessons 9 – 11, Pages 581 – 593 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Analyzing Sources: Inventors and Inventions Pages: 551 – 556 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson -

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<ul style="list-style-type: none"> • Who were the leaders and what were the goals of the labor movement? • What were the effects of increased and varied immigration on cities and the country? • What economic and social changes relate to increased urbanization? • What are the goals and important figures of the Progressive movement? 	<p>cultural, and economic lives of people.</p> <ul style="list-style-type: none"> • 8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption • 8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions. • 8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women’s rights and the suffrage movement and spurred the creation of government reform policies. 	<ul style="list-style-type: none"> ➤ Students will examine nativism and anti-immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement, and immigration legislation of the 1920s. (8.2.c) ➤ Students will explore the growth and impacts of child labor and sweatshops. (8.2.c) ➤ Students will explore the development of political machines, including Boss Tweed and Tammany Hall. (8.2.c) ➤ Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World. (8.2.d) ➤ Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers’ Union strike. (8.2.d) ➤ Students will examine the Populist Party as a reform effort by farmers in response to industrialization. (8.2.e) ➤ Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual’s work and the actions that individual took or recommended to address 	<p>Multiple Perspectives: Coming to America Pages: 569 – 574</p> <ul style="list-style-type: none"> • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Analyzing Sources: The Progressives Pages: 587 – 592 • Inquiry Journal pgs. 227-238 • Exit Slip Ideas <ul style="list-style-type: none"> ○ What invention do you think contributed to modern life the most and why? ○ Which of the following topics would you like to review tomorrow: factors of production, vertical and horizontal integration, unions? ○ What were two important outcomes of the Progressive Era? • Reflection Activity: What aspects of the immigration experience are still the same today? (Seal of Civic Readiness: Civic Knowledge)
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		<p>those issues. (8.2.e)</p> <ul style="list-style-type: none"> ➤ Students will explore leaders and activities of the temperance and woman’s suffrage movements. (8.2.e) ➤ Students will investigate the Triangle Shirtwaist Fire and the legislative response. (8.2.e) ➤ Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations. (8.2.e) 	<ul style="list-style-type: none"> • Ellis Island Web Seach • Immigration Push Pull Pictures • Jacob Riis “How the Other Half Lives” • The Jungle by Upton Sinclair Activity
<p>Resources: United States History: Voices and Perspectives. (Textbook and Ebook) Topic 12: New Industry and a Changing Society - Industrial Revolution: Lessons 1 – 5, Pages 536 – 563 (8.2a, 8.2b) - Immigration: Lessons 6 – 8, Pages 564 – 580 (8.2c, 8.2d) - Progressive: Lessons 9 – 11, Pages 581 – 593 (8.2e)</p> <p>Flocabulary: Transcontinental Railroad Urbanization & Industrialization The Chinese Exclusion Act</p>		<p>BrainPop Industrial Revolution Railroad History Immigration</p> <p>Refer to: STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS in Curriculum Map</p>	

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30 WEEKS - UNIT 11	Unit Description:
Expansion and Imperialism (2 weeks)	8. 3 - Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy. (Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO.)

Essential Questions	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the events and outcome of the Spanish-American War? • How was American imperialism viewed? • What were the United States' interests and policies in Latin America, including the Panama Canal? 	<ul style="list-style-type: none"> • 8.3a Continued westward expansion contributed to increased conflicts with Native Americans. • 8.3b The Spanish-American War contributed to the rise of the United States as an imperial power. • 8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions. 	<ul style="list-style-type: none"> ➤ Students will examine the effects of the transcontinental railroad on the movement toward westward expansion. (8.3a) ➤ Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce. (8.3a) ➤ Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies. (8.3a) ➤ Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Pages: 598 - 623 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Multiple Perspectives: Views on American Expansions Pages 613 – 618s • Exit Slip Idea <ul style="list-style-type: none"> ○ What is one question you still have about the

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	<ul style="list-style-type: none"> 8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America 	<p>USS Maine (8.3b)</p> <ul style="list-style-type: none"> ➤ Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy. (8.3b) ➤ Students will assess the events surrounding the annexation of Hawaii (8.3c) ➤ Students will examine the purpose and effects of the Open Door Policy. (8.3c) ➤ Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal. (8.3d) 	<p>Spanish American War?</p> <ul style="list-style-type: none"> ○ What are two things you learned today about U.S. policy toward Latin America?
<p>Resources: Expansion and Imperialism United States History: Voices and Perspectives. (Textbook and Ebook) Topic 13: Expansion and War. Lessons 1 – 5. Pages 598- 623 Lesson 9 (Review). Pages 641 - 642</p>			

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30 WEEK - UNIT 12 World War I and the Roaring Twenties (3 Weeks)	Unit Description: 8.4 - Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What role did the United States play in World War I, including the social, cultural, and political effects at home? • What were the political fears and turmoil that existed in the United States following World War I? • How is propaganda used to further a cause? 	<ul style="list-style-type: none"> • 8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I. • 8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States • 8.4c New military technologies changed military strategy in World War I and resulted in an 	<ul style="list-style-type: none"> ➤ Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war. (8.4b) ➤ Students will examine examples of war propaganda and its effects on support for United States involvement in the war. (8.4.b) ➤ Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918). (8.4.b) ➤ Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft. (8.4.c) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections - - WWI: Topic 13: Expansion and War Lesson 6 – 8. Pages 623 – 635 - Roaring Twenties: Topic 14: The 1920s and the 1930s Lesson 1 – 4. Pages 646 – 668 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson - Analyzing Sources: War Propaganda Pages: 629 – 634 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity Lesson -

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<ul style="list-style-type: none"> • What drives change in society? • What were the social and cultural changes during the booming economy of the 1920s? 	<p>unprecedented number of casualties</p> <ul style="list-style-type: none"> • 8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters. • 8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture. 	<ul style="list-style-type: none"> ➤ Students will examine Wilson’s Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations. (8.4.d) ➤ Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment. (8.4.e) ➤ Students will examine the reasons for and effects of prohibition on American society. (8.4.e) ➤ Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots. (8.4.e) ➤ Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City. (8.4.e) 	<p>Multiple Perspectives: Americans in the Roaring Twenties Pages: 663 – 668</p> <ul style="list-style-type: none"> • Inquiry Journal pgs. 241-278 • Exit Slip Ideas <ul style="list-style-type: none"> ○ What aspect of the role of the United States in WWI do you want to know more about and why? ○ What is the most interesting thing you have learned about the use of propaganda? ○ What is one thing that is different for civilians about wars fought today compared with WWI? • 1920s Web Quest • 1920s Scrapbook • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Lesson Quiz 14 – 2 ○ Lesson Quiz 14 – 3 ○ Lesson Quiz 14 – 4
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Resources:

World War I and the Roaring Twenties

United States History: Voices and Perspectives.

(Textbook and Ebook)

WWI -

Topic 13: Expansion and War

Lesson 6 – 8. Pages 623 – 635

Lesson 9 (Review). Pages 641 – 642

Roaring Twenties -

Topic 14: The 1920s and the 1930s

Lesson 1 – 4. Pages 646 – 668

Flocabulary

[World War I](#) [Harlem Renaissance](#)

[The Roaring Twenties](#)

BrainPop

[World War I](#)

[Women's Suffrage](#)

[Harlem Renaissance](#)

[Jazz](#)

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40 WEEK - UNIT 13	Unit Description:
The Great Depression (3 Weeks)	8.5 - Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the economic reasons behind the onset of the Great Depression? • What were the policies and effects of Franklin Roosevelt’s New Deal plans? • What were the impacts of the Depression on all Americans, including women and minorities? • What was the Dust Bowl and its effects 	<ul style="list-style-type: none"> • 8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression. • 8.5b The Great Depression and the Dust Bowl affected American businesses and families. • 8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long- 	<ul style="list-style-type: none"> ➤ Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression. (8.5.a) ➤ Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression. (8.5.b) ➤ Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem. (8.5b) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Topic 14: The 1920s and the 1930s Lessons 5 – 8. Pages 669 – 692 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Impressions of the New Deal. Pages 681-686 • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Lesson Quiz 14 – 5 ○ Lesson Quiz 14 – 6 ○ Lesson Quiz 14 – 7 ○ Lesson Quiz 14 – 8 • Exit Slip Ideas

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<p>on Americans?</p> <ul style="list-style-type: none"> Do times of crisis call for extraordinary measures by the government? 	<p>lasting effect on the role of government in American society and its economic life but did not resolve all of the hardships Americans faced.</p>	<p>Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act. (8.5c)</p>	<ul style="list-style-type: none"> Which New Deal program do you think was most helpful and why? What is one thing you learned about life during the Depression?
<p>Resources: United States History: Voices and Perspectives. (Textbook and Ebook)</p> <p>The Great Depression - Topic 14: The 1920s and the 1930s Lessons 5 – 8. Pages 669 – 692</p> <p>Flocabulary: The Great Depression</p>		<p>BrainPop: Great Depression Great Depression Causes New Deal</p> <p>Great Depression Simulation Game: https://www.fte.org/teachers/teacher-resources/lesson-plans/efiahlessons/great-depression-familys-choices/</p>	

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40 WEEK - UNIT 14	Unit Description:
World War II (3 Weeks)	8.6 - The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • What were the economic and political origins of World War II? • What attempts were made by the United States to remain neutral and the results of the Japanese attack on Pearl Harbor? • What/who are the major leaders, events, and battles of World War II? • What were the effects of the war on the home front? 	<ul style="list-style-type: none"> • 8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia. • 8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war 	<ul style="list-style-type: none"> ➤ Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule. (8.6.a) ➤ Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day. (8.6.b) ➤ Students will examine the role of the Tuskegee Airmen within the segregated military during World War II. (8.6.b) ➤ Students will investigate the effects of the war on the American economy and day- 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Topic 15: World War II Lesson 1 – 9. Pages 745 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry activity lesson - Turning point: The Attack on Pearl Harbor Pages 709 – 714 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry activity lesson - Multiple Perspectives: Americans at War Pages 721 – 726

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<ul style="list-style-type: none"> • What were the events related to the end of the war, including dropping of the atomic bomb? 	<p>by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.</p> <ul style="list-style-type: none"> • 8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights. 	<p>to-day life. (8.6.b)</p> <ul style="list-style-type: none"> ➤ Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in Korematsu v. United States (1944). (8.6.b) ➤ Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard. (8.6.b) ➤ Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki. (8.6.c) ➤ Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials. (8.6.c) ➤ Students will examine the structure and work of the United Nations. (8.6.c) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry activity lesson - Analyzing Sources: The decision to Drop the Atomic Bomb Pages 739 – 744 • Exit Slip Ideas <ul style="list-style-type: none"> ○ Compare the Axis and Allied approaches to WWII during the 1930s and early 1940s in three words each. ○ What information today made you feel most and least proud of Americans during WWII? ○ What do you think was the most important battle in WWII? • Inquiry Journal pgs. 281-299 • Holocaust Web Search • WWII Propaganda Posters • Atomic Bomb Debates • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Topic 15 Preassessment WWII ○ Lesson Quiz 15 – 2 ○ Lesson Quiz 15 – 3 ○ Lesson Quiz 15 – 4 ○ Lesson Quiz 15 – 5 ○ Lesson Quiz 15 – 6 ○ Lesson Quiz 15 – 7 ○ Lesson Quiz 15 – 8
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			○ Topic 15 Test Form A & B WWII
Resources: United States History: Voices and Perspectives. (Textbook and Ebook) Topic 15: World War II Lesson 1 – 9. Pages 745	Flocabulary: <u>FDR Speech</u> <u>WWII</u> <u>The Tuskegee Airmen</u> <u>Japanese Internment</u> BrainPop: <u>World War II</u> <u>Pearl Harbor</u> <u>Japanese-American Incarceration</u> <u>Franklin D Roosevelt</u>		

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<p style="text-align: center;">40 WEEK - UNIT 15</p> <p style="text-align: center;">Foreign Policy</p> <p style="text-align: center;">(2 Weeks)</p>	<p>Unit Description:</p> <p>8.7 - The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • How can fear be used for political benefit? • How do people make their voices heard regarding government policy? • What fears of communism developed in the United States? • What were the events and results of the Korean War? • What were the events of the Cold War in the Western Hemisphere, including the Bay of Pigs invasion and the 	<ul style="list-style-type: none"> • 8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe. • 8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of 	<ul style="list-style-type: none"> ➤ Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations. (8.7.a) ➤ Students will examine the term nuclear superpower and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union. (8.7.a) ➤ Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War (8.7.b) ➤ Students will examine the changing relationships between the United States and foreign countries such as: 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections Topic 16 – The Cold War Lesson 1 – 9. Pages: 750 – 797 Topic 18 – America Since the 1970s Lesson 5: The Global War on Terrorism Pages: 859 – 865 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Analyzing Sources: McCarthyism Pages: 761 – 766 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Multiple Perspectives:

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<p>Cuban Missile Crisis?</p> <ul style="list-style-type: none"> • What were the events and results of the Vietnam War? • What are the human costs of terrorist activities? • What were the cultural and social changes in the United States in the 1950s and 1960s? • What were George W. Bush’s policies following the September 11 attacks? 	<p>communism.</p> <ul style="list-style-type: none"> • 8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today. • 8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways • 8.7e Increased globalization has led to increased economic interdependence and competition. 	<ul style="list-style-type: none"> ○ China beginning in 1950 (8.7.c) ○ Afghanistan beginning in the 1980s ○ Russia beginning in 1990 ○ Middle East (Israel, Palestine, Iran, Kuwait, Iraq) ○ Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico ○ European Union countries <p>➤ Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations. (8.7.d)</p> <p>➤ Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce. (8.7.e)</p> <p>➤ Students will examine the roles of multinational corporations and their influence on the world economy. (8.7.e)</p>	<p>War and Protest Pages: 785 – 790</p> <ul style="list-style-type: none"> • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Multiple Perspectives: Responding to Terror Pages: 865 – 870 • Inquiry Journal pgs. 301-319 • Exit Slip Ideas <ul style="list-style-type: none"> ○ What do you think was the most dangerous thing about the Cold War? Why? ○ Could something like McCarthyism happen in our country today? Why or why not? ○ What are two things you learned that you did not know about 9/11? • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Topic 16 Preassessment Cold War ○ Lesson Quiz 16 – 2 ○ Lesson Quiz 16 – 3 ○ Lesson Quiz 16 – 4 ○ Lesson Quiz 16 – 5 ○ Lesson Quiz 16 – 6 ○ Lesson Quiz 16 – 7 ○ Lesson Quiz 16 – 8 ○ Topic 16 Test Form A & B Cold War
<p>Resources: United States History: Voices and Perspectives.</p>		<p>9/11</p>	

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(Textbook and Ebook)

Topic 16 – The Cold War

Lesson 1 – 9. Pages: 750 – 797

Topic 18 – America Since the 1970s

Lesson 5: The Global War on Terrorism

Pages: 859 – 865

Flocabulary:

[The Cold War](#)

[The Vietnam War](#)

Brainpop:

[Cold War](#)

[Vietnam War/9/11](#)

Helpful Websites:

[Duck and Cover Video Clip](#)

[Fallout Shelter Video Clip](#)

[9/11 Memorial Website](#)

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40 WEEK – UNIT 16	Unit Description:
Demographic Change (1 Week)	8.8 - After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources. (Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ ASSESSMENTS
<ul style="list-style-type: none"> What were the changing domestic policies and issues of the period, especially those related to the economy and population and immigration? 	<ul style="list-style-type: none"> After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences. 8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity. 8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human 	<ul style="list-style-type: none"> Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care. (8.8.a) Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland both nationally and within New York State. (8.8.a) Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power. (8.8.a) Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups. (8.8.b) Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy. 	<ul style="list-style-type: none"> United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections + Topic 18 – America Since the 1970’s Lessons 1 – 2. Pages: 836 - 846 United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Multiple Perspectives: Examining Environmental Issues Pages: 893 - 898 Inquiry Journal pgs. 345-359

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	<p>sustenance, and large-scale industrialization have put added stress on the global environment.</p>	<p>(8.8.b)</p> <p>➤ Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island) (8.8.c)</p>	<ul style="list-style-type: none"> • Exit Slip Ideas: <ul style="list-style-type: none"> ○ What did you learn that helps you understand politics or economic strategies today?
<p>Resources:</p> <p>United States History: Voices and Perspectives. (Textbook and Ebook)</p> <p>Topic 18 – America Since the 1970’s Lessons 1 – 2. Pages: 836 – 846</p> <p>Flocabulary: Cesar Chavez & Community Organizing</p>		<p>BrainPop: Cesar Chavez</p> <p>Helpful Websites: Love Canal Website</p> <p>Three Mile Island Website</p>	

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<p style="text-align: center;">40 WEEK - UNIT 17</p> <p style="text-align: center;">DOMESTIC POLITICS AND REFORM</p> <p style="text-align: center;">(1 Week)</p>	<p>Unit Description:</p> <p>8.9 - The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ASSESSMENTS
<ul style="list-style-type: none"> • Can laws guarantee equality? • What were the effects of the Brown v. Board of Education decision on American society? • What were the activities and accomplishments of the civil rights movement? • What was the influence of Dr. Martin Luther King, Jr., and 	<ul style="list-style-type: none"> • 8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements. • 8.9b The civil rights movement prompted renewed efforts for equality by women and other groups. • 8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing 	<ul style="list-style-type: none"> ➤ Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X. (8.9.a) ➤ Students will explain the significance of key civil rights victories, including President Truman’s desegregation of the military, Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965. (8.9.a) ➤ Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement. (8.9.a) ➤ Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community. (8.9.b) 	<ul style="list-style-type: none"> • United States History: Voices and Perspectives. Assign Interactive Student eBook for Compelling Questions and Making Connections + Topic 17 – Civil Rights and American Society Lessons 1 – 6. Pages:802 – 831 + Topic 18 – America Since the 1970s Lesson 3 – 10. Pages: 847 – 892 • United States History: Voices and Perspectives. (Textbook and Ebook) Inquiry Activity lesson - Turning Point: Brown v. Board of Education Pages: 813 – 818 • Inquiry Journal pgs. 321-343

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<p>other leaders of the civil rights movement?</p> <ul style="list-style-type: none"> • What were the movements for equal rights among other groups in American society, including women, Latinos, Native Americans, and people with disabilities? • What were Reagan's economic policies? • What were George H.W. Bush's foreign policies? 	<p>health care for the elderly, but the Vietnam War drained resources and divided society.</p> <ul style="list-style-type: none"> • 8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy. • 8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society. 	<ul style="list-style-type: none"> ➤ Students will examine judicial actions taken to protect individual rights, such as <i>Miranda v. Arizona</i> (1966) and <i>Tinker v. Des Moines School District</i> (1969). (8.9.b) ➤ Students will explain the difference between Medicare and Medicaid. (8.9.c) ➤ Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement. (8.9.c) ➤ Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy. (8.9.d) ➤ Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance. (8.9.e) 	<ul style="list-style-type: none"> • Exit Slip Ideas: <ul style="list-style-type: none"> ○ What were some effects of the Montgomery Bus Boycott? ○ What is one reason why Dr. Martin Luther King Jr. is an important figure in U.S. history? ○ What is one effective way you can bring about change? • Refer to the Online Textbook Assessments for available Quizzes and Tests <ul style="list-style-type: none"> ○ Topic 16 Preassessment Cold War ○ Lesson Quiz 17 – 2 ○ Lesson Quiz 17 – 3 ○ Lesson Quiz 17 – 4 ○ Lesson Quiz 17 – 5 ○ Topic 17 Test Form A & B Civil Rights and American Society
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<p>Resources:</p> <p>United States History: Voices and Perspectives. (Textbook and Ebook)</p> <p>Topic 17 – Civil Rights and American Society Lessons 1 – 6. Pages:802 – 831</p> <p>Topic 18 – America Since the 1970s Lesson 3 – 10. Pages: 847 – 892</p>	<p>Flocabulary:</p> <p>Civil Rights</p> <p>Thurgood Marshall & Justice</p> <p>Malcolm X</p> <p>Martin Luther King Jr. & Leadership</p> <p>John Lewis & Nonviolent Action</p> <p>Voting Rights Act & Selma March</p> <p>What is Race?</p> <p>BrainPop:</p>
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	Martin Luther King Jr. Malcolm X Civil Rights Brown v. Board of Education
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