

Niagara Falls City School District Grade 7 Social Studies 2022 Curriculum Map

<p>10 WEEK – UNIT 1</p> <p>Native Americans</p> <p>(Four Weeks)</p>	<p>Unit Description:</p> <p>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.</p>
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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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<p style="text-align: center;">10 WEEK – UNIT 2</p> <p style="text-align: center;">Colonial Developments</p> <p style="text-align: center;">(Four Weeks)</p>		<p>Unit Description:</p> <p>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.</p>	
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=PL3BrCRgvsZ9BTtb4kcxgaNYaClawFr53c&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/gunsgermssteel/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=IUpN6P6qmw&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;">10/20 WEEK – UNIT 3</p> <p style="text-align: center;">American Independence</p> <p style="text-align: center;">(10 week marking period – 2 Weeks) (20 week marking period – 4 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

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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>examples from specific battles of the American 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? (Seal of Civic Readiness: Civic Mindset)
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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=PL3BrCRgvsZ9BTtb4kcxgaNYaCIawFr53c&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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20 WEEK – UNIT 4 Historical Development of The Constitution (6 Weeks)	Unit Description: 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.
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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 convention was held to revise the Articles, the result of which was the Constitution. The Constitution established 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"> ○ state representation in Congress (Great Compromise or bicameral legislature) 	<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>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"> 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>	
<p>Resources: Textbook: Page 166-22</p> <p>Amendment Cootie Catcher: https://constitutioncenter.org/media/files/Amedment Cootie Catchers.pdf</p> <p>Bill of Rights Bingo: https://constitutioncenter.org/media/files/Bill_of_Rights_Bingo.pdf</p> <p>Articles of Confederation Lesson: https://www.icivics.org/teachers/lesson-plans/wanted-just-right-government</p> <p>Branches of Power game: https://www.icivics.org/games/branches-power</p>			

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30 WEEK - UNIT 5 The Constitution in Practice (Four Weeks)		Unit Description: 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.	
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 New York State 	<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>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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30/40 WEEK - UNIT 6 Westward Expansion (30 week marking period – 4 weeks) (40 week marking period – 2 weeks)	Unit Description: 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.
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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 	<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 	<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 	<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

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<p>Americans during the Jackson era?</p> <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>and beliefs, such as Manifest 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. 	<p>and the effect that the removal had on their people and culture. (7.6c)</p> <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) 	<p>Painting about the Trail of Tears page 313</p> <ul style="list-style-type: none"> ○ Analyzing Perspectives on Removal of Native Americans pages 318-322 ○ Reviewing Political and Geographic Changes review pages 351 <ul style="list-style-type: none"> • 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=PL3BrCRgvsZ9BTtb4kcxgaNYaClawFr53c&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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40 WEEK - UNIT 7 Reform Movements (Two Weeks)	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 for women’s property 	<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 and the resulting Supreme Court decision in United States v. The Amistad (1841). (7.7b) 	<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>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. 	<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) 	
<p>Resources: Textbook page 393-406</p> <p>Niagara Falls Underground Railroad Heritage Center Teacher Resources: https://www.niagarafallsundergroundrailroad.org/learn/teachers-resources/</p> <p>Seneca Falls Teacher Resources: https://www.nps.gov/wori/learn/education/learning/index.htm</p> <p>Songs of Harriet Tubman: http://www.harriet-tubman.org/songs-of-the-underground-railroad/</p> <p>Anti-Rent movement primary resources: https://www.albanyinstitute.org/anti-rent-movement.html</p> <p>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/</p>			

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40 WEEK - UNIT 8	Unit Description:
A Nation Divided (6 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 tensions. Attempts at 	<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

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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>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) 	<p>textbook age 439-444</p> <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 New technology during Civil War</p>			

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- 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/>