

# Social Studies Curriculum

## Grades 7: United States and New York State History-I

### Grade 7: Social Studies Practices

#### A. Gathering, Interpreting and Using Evidence

1. Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.
2. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
4. Describe and analyze arguments of others, with support.
5. Make inferences and draw general conclusions from evidence.
6. Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.

#### B. Chronological Reasoning

1. Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (**B.C.E. and C.E.**); and to interpret the data presented in time lines.
3. Identify causes and effects, using examples from current events, grade-level content, and historical events.
4. Identify and analyze the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
7. Recognize that changing the periodization affects the historical narrative.
8. Identify patterns of continuity and change as they relate to larger historical process and themes.
9. Identify models of historical periodization that historians use to categorize events.

#### C. Comparison and Contextualization

1. Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics.
2. Identify and categorize multiple perspectives on a given historical experience.

3. Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.
5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
6. Understand the roles that periodization and region play in developing the comparison of colonial settlements in North America. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.

#### **D. Geographic Reasoning**

1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
5. Characterize and analyze changing interconnections between places and regions.
6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.

#### **E. Economic and Economic Systems**

1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
2. Identify examples of buyers and sellers in product, labor, and financial markets.
3. Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices.
4. Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.
5. Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
6. Explain how government policies affected the economies in colonial and early United States history.

#### **F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an

active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.

2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

3. Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.

4. Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.

5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.

6. Identify situations in which social actions are required and determine an appropriate course of action.

7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.

8. Identify how social and political responsibilities developed in American society.

9. Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.

---

7.1 NATIVE AMERICANS\*: 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.

\* For this document, the term "Native Americans" is used with the understanding that it could say "American Indians."

- Students will examine theories of human settlement of the Americas.
- Students will examine various groups of Native Americans located within what became New York State and the influence geographic factors had on their development.
- Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.

**Social Studies  
Practices:**

A-1,A-2,A-5,A-6,B-2,  
B-4,C-3,D-2,D-3,D-6,  
F-3,B-6,B-7,B-8,B-9

**CCLS:**

RI – 2,3,4,5,7,8,10  
W – 1,2,3,4,9  
SL – 1,4,6

**7.2 COLONIAL DEVELOPMENTS: 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.**

- Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.
- 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.
- Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- Students will examine the economic, social, and political characteristics of each colonial region.
- Students will describe the conditions of the Middle Passage.

**Social Studies  
Practices:**

B-3,B-5,C-1,C-2,C-3,  
C-5,D-1,D-2,D-3,  
D-4,D-5,D-6,E-1,E-2,  
E-3,E-4,E-5,E-6,F-1,  
F-3,F-6,F-7,F-9

**CCLS:**

RI – 2,4,5,6,7,8,9,10  
W – 1,2,7  
SL – 4,6

**7.3 AMERICAN INDEPENDENCE: 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.**

- Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.
- Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
- Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
- Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.
- Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.
- 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.

**Social Studies  
Practices:**

A-4,A-5,A-6,B-4,  
D-1,D-2,E-1,E-2,E-5,  
E-6,F-3,F-4,F-6,F-7,F-8

**CCLS:**

RI – 1,2,3,4,5,6,7,8,9  
W – 1,2,5,6,7,9,10  
SL – 1,2,3,4,5,6

- Students will examine the Declaration of Independence and the arguments for independence stated within it.
- Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.

**7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: 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.**

- 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.
- Students will examine how key issues were resolved during the Constitutional Convention, including: 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)

**Social Studies**

**Practices:**

C-2,F-3,F-5,F-8

**CCLS:**

RI – 1,2,3,4,5,6,7,8,9

W – 1,2

SL – 1,3

**7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States 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.**

- Students will examine how checks and balances work by tracing how a bill becomes a law.
- Students will identify the individual rights of citizens that are protected by the Bill of Rights.
- 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.
- Students will examine the Monroe Doctrine and its effects on foreign policy.

**Social Studies**

**Practices:**

B-1,C-4,D-4,F-3,  
F-5,F-7,F-8,F-9

**CCLS:**

RI – 1,2,3,4,5,6,7,8,9

W – 1,2,4,5,6,7,8,9,10

SL – 1,2,4,5,

**7.6 WESTWARD EXPANSION: 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.**

- Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.
- 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.
- Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.

**Social Studies**

**Practices:**

A-3,A-4,C-3,C-4,C-5,  
C-6,D-1,E-2,E-3,F-1,  
F-2,F-6,F-7

**CCLS:**

RI – 1,2,3,4,5,6,8,9,10  
W – 1,2,4,5,7,9,10  
SL – 1,3,4,6

**7.7 REFORM MOVEMENTS: 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.**

- Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- Students will examine the effects of *Uncle Tom's Cabin* on the public perception of slavery.
- Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.
- 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).
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

**Social Studies**

**Practices:**

A-2,D-1,F-7

**CCLS:**

RI – 1,2,3,4,5,6,7,8,9  
W – 1,2,10  
SL – 3

**7.8 A NATION DIVIDED: 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.**

- Students will examine regional economic differences as they related to industrialization.
- 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.
- Students will examine both long- and short-term causes of the Civil War.
- Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.
- Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.
- 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.
- Students will examine the roles of women, civilians, and free African Americans during the Civil War.

**Social Studies  
Practices:**

A-1,C-1,C-3,C-4,C-5,  
C-6,D-1,D-2,D-3,D-4,  
E-1,E-2,E-3,E-4,E-5,  
E-6,F-1,F-4,F-5,F-6,  
F-7,F-8

**CCLS:**

RI – 1,2,3,4,5,6,7,8,9  
W – 1,2,4,9  
SL – 1,2,3,4