

SOCIAL STUDIES CURRICULUM

SEVENTH GRADE

Introduction

Students in the seventh grade will examine American history since 1760. The primary focus for the social studies program will be the history of the United States from the American Revolution to the Industrial Revolution. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history.

History

- 1. The student will review the causes of the American Revolution and the process involved in forging the revolutionary movement.**
 - a. Trace the significant events leading to the conflict between the colonies and England:
 - *French and Indian War
 - *protests against “taxation without representation” (e.g. the Sons of Liberty, boycotts of British goods),
 - *the Quartering Act,
 - *the Townshend Acts,
 - *the Boston Massacre,
 - *the Boston Tea Party and the “Intolerable Acts”,
 - *the First Continental Congress.
 - b. Describe how key principles of the Declaration of Independence grew in importance to become unifying ideas of democracy in the United States.
 - c. Identify significant developments, battles and events of the Revolutionary War:
 - *Lexington and Concord,
 - *Saratoga,
 - *The French Alliance,
 - *Valley Forge Encampment,
 - *Yorktown,
 - *Treaty of Paris of 1783.
 - d. Explain how the colonists won the war against superior British resources.
 - e. Recognize the significance of key individuals (e.g. George Washington, Samuel Adams, Paul Revere, Baron von Steuben).

- 2. The student will analyze the new government created during the American Revolution. Describe the revisions that created the United States Constitution and the Bill of Rights.**
 - a. Evaluate the strengths and weaknesses and provisions of the Articles of Confederation.
 - b. Describe the dispute over the western lands and how it was resolved through the Northwest Ordinance.
 - c. Discuss the Constitutional Convention and its role in forming a new government (e.g. state versus national power, major compromises, key personalities, debate over ratification).
 - d. Identify the principles of the United States Constitution and the unique democratic republic that it established (e.g. popular sovereignty, consent of the governed, separation of powers, checks and balances, Federalism, Bill of Rights).
 - e. Examine the major domestic and foreign affairs and issues facing the first three presidents and Congress. Examine the emergence of the first American political systems.
 - f. Describe Alexander Hamilton's economic plan for the United States (e.g. the national bank, redemption of bonds, and protective tariffs).
 - g. Analyze the impact of Chief Justice John Marshall's decisions in Marbury v. Madison and McCulloch v. Maryland in interpreting the Constitution. Examine how the Supreme Court was established as an independent and equal branch of the federal government.
 - h. Describe United States foreign relations and conflicts and territorial disputes (e.g. the War of 1812, the significance of the Monroe Doctrine, the Louisiana Purchase, and the acquisition of Florida).

- 3. The student will examine ways in which reform movements have shaped American society.**
 - a. Identify various reform movements (e.g. abolition, temperance, suffrage, social justice).
 - b. Analyze changing ideas about race, pro-slavery, and anti-slavery.
 - c. Examine changing gender roles and the ideas and activities of women's suffrage.
 - d. Identify important American social reformers (e.g. Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony, William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglas, Harriet Tubman).

- 4. The student will describe the westward expansion of the United States.**
 - a. Define Manifest Destiny.
 - b. Examine the causes and effects of the Louisiana Purchase. Describe the explorations of Lewis and Clark.
 - c. Analyze the causes and effects of Texas independence and the Mexican-American War.
 - d. Examine the factors that led to increased immigration (e.g. the Irish potato famine, railroad construction, and employment opportunities).
 - e. Discuss the significance of the Santa Fe Trail, Oregon Trail, Mormon Trail, California Trail, and the Gold Rush.

- f. Assess the impact of westward expansion on the Native Americans, including the Indian Removal Act and the Indian Wars of 1850 – 1870.
- g. Describe the impact of the Homestead Act of 1862. Explain the increased movement westward to “free land”.

5. The student will explore the change in democracy and the new face of politics during the Jacksonian era.

- a. Explain why the election of Andrew Jackson was considered a victory for the “common man”.
- b. Evaluate Jackson’s attack on the Second Bank of the United States. Discuss the cycle of inflation and economic depression of the 1830’s.
- c. Describe and explain the Tariff of Abominations and the Nullification Crisis.
- d. Explain the significance of Jackson’s Indian Policy (e.g. removal of the Five Tribes).

6. The student will analyze the causes and effects of the Civil War.

- a. Describe political issues that were influenced by slavery (e.g. support and opposition of the Missouri Compromise of 1820 and the debate over slavery from the late 1830’s to the Compromise of 1850).
- b. Explain the development of sectional polarization and secession prior to the Civil War.
- c. Recognize the circumstances that shaped the Civil War and its outcome (e.g. changing motives of Union and Confederate soldiers, contribution of African-American soldiers, contribution of women, effects of divided loyalties). Describe the lives of the leaders of the Civil War (e.g. Ulysses S. Grant, Jefferson Davis, Robert E. Lee).
- d. Explain how Abraham Lincoln’s significant speeches and writings related to the Declaration of Independence (e.g. “A House Divided” speech, Gettysburg Address, Emancipation Proclamation, Inaugural Addresses of 1861 and 1865).

7. The student will determine the lasting effects of Reconstruction.

- a. Describe the economic and social problems facing the South and their impact on different groups of people at the close of the Civil War.
- b. Recognize changes in the political and social structure in different regions during Reconstruction (e.g. political corruption in the North, changes in gender roles and status, challenges to Freedmen).
- c. Examine the Reconstruction programs in the South, North, and West (e.g. the role of carpetbaggers and scalawags, the passage of Black Codes, the accomplishments of the Freedmen’s Bureau, and the rise of the Ku Klux Klan).
- d. Evaluate the policies, practices, and consequences of Reconstruction. Explain the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- e. Explain how the Compromise of 1877 ended Reconstruction.

- 8. The student will analyze the impact of the Industrial Revolution on the business world in America and on society.**
- a. Describe the impact of new industries (e.g. oil, electricity, improved industrial production methods, advances in transportation).
 - b. Analyze the geographic factors that influenced industrialization (e.g. natural resources, mountains, rivers).
 - c. Explain how the government supported industry (e.g. tariffs, labor policies, subsidies to railroad lines).
 - d. Describe the Communication Revolution (e.g. Transatlantic Cable, Bell's telephone, penny press, Marconi's radio).
 - e. Discuss the role of entrepreneurs, industrialists, and bankers (e.g. Andrew Carnegie, John D. Rockefeller).
 - f. Discuss working conditions, child labor, and laissez-faire policies toward big business. Examine the labor movement, its demand for collective bargaining, and its strikes and protests over labor conditions.
 - g. Assess how industrialization impacted the expansion of international markets, urbanization, and immigration.
 - h. Evaluate the growth of urban centers (e.g. internal migration from farm to city, migration of African Americans to the North and Midwest, arrival of 25 million immigrants).
 - i. Examine the changing role of the farmer (e.g. early mechanization of agriculture, farmer's grievances, American agrarian rebellion, Populist Movement).

Geography

- 1. The student will analyze relationships between geography and the historical development of the United States.**
- a. Locate, on a map, the original thirteen colonies.
 - b. Locate, on a map, England and the other countries that influenced the outcome of the American Revolution (e.g. France, Spain, Russia, Germany, Poland, the Netherlands).
 - c. Locate, on a United States map, major physical features, bodies of water, and the states that entered the Union up to the late 1800's.
 - d. Locate the boundaries between the North and South. Compare/contrast industrial areas to agrarian areas.
 - e. Interpret maps, charts, and tables illustrating patterns of migration and the growth of cities.
 - f. Locate territorial acquisitions (e.g. Texas annexation, Louisiana Purchase), explorations, events, and settlement of the American west.

2. The student will develop map skills through the use of maps, globes, charts, and other geographical tools.

- a. Apply the concept of scale, distance, direction, relative location, latitude, and longitude.
- b. Define, recognize, and locate, on appropriate maps and globes, basic landforms and bodies of water, and major cities, rivers, mountain ranges, regions, biomes, and countries of the world.
- c. Use various types of special purpose maps, charts, and diagrams.

Civics

1. The student will describe the general structure of the United States political system.

- a. Explain the structure of the United States government, including the two-party system, election process, interest groups, voting, privileges and responsibilities.
- b. Describe the process of making, amending, and abolishing laws.
- c. Analyze the shared powers and responsibilities of the executive, legislative, and judicial branches of the United States and Oklahoma state government and how the system of checks and balances limits those powers.

2. The student will discuss the rights and responsibilities of citizenship.

- a. Explain a citizen's ethical obligation to oppose discrimination against individuals and groups.
- b. Discuss citizens' ethical responsibility to oppose violence.

Economics

1. The student will examine and describe the economy of the United States in the 1800's.

- a. Assess the economic aspects of slavery and the rise of sharecropping and tenant farming.
- b. Evaluate the impact of industry, manufacturing and shipping, the railroad system, and immigration on the Northern states.
- c. Evaluate the impact of cotton, the plantation system, and rigid social classes on the Southern states.
- d. Describe how advances in transportation and communication and the advances in technology influenced economic growth in the United States.
- e. Examine the role of manufacturing in economic improvement.
- f. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

2. The student will analyze government and financial institutions.

- a. Explain government regulation.
- b. Identify and analyze the roles of local, state, and federal governments in the American economy.

- c. Explain the purposes of taxation. Distinguish between the different types of taxes (e.g. sales, state, income, customs).
- d. Analyze the effects of unemployment on the economy.
- e. Analyze the effects of inflation on the economy.
- f. Identify the functions of the Internal Revenue Service, the U.S. Customs Agency, and the National Bank.
- g. Examine the role of the United States in the world today.