

7TH GRADE



History

Course Description:

Beginnings to 1865

Enduring Understandings:

1. Historical thinkers can identify bias, raise questions, evaluate evidence, and construct original ideas.
2. Where we live affects who we are.
3. Learning about ourselves and others allows us to make informed decisions in a global society.
4. Culture is both the product of and contributor to the values and ideals of a society and its individuals.
5. The success of our democratic society depends on the responsible actions of its citizens.

Essential Questions:

- 1) Who do we believe and why?
- 2) What is worth fighting for?
- 3) What are the characteristics of a hero?
- 4) How does a country/nation begin and evolve?
- 5) What causes change? How can the study of history predict future change?
- 6) Why is “where” important?
- 7) What is a good citizen?
- 8) How do systems of government impact society?
- 9) What goods and services should government provide?

Course Academic Vocabulary:

Course Units / Topics of Study:

[The American Revolution](#) (Causes and Consequences)

Unit Title: The Revolutionary War	
Stage 1 - Desired Results	
Established Goals: 14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights... 16.A.3c Identify the difference between historical fact and interpretation 16.B.3a Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period. 16.B.3b Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.	
Enduring Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Historical thinkers can identify bias, raise questions, evaluate evidence, and construct original ideas. 2. Where we live affects who we are. 3. Learning about ourselves and others allows us to make informed decisions in a global society. 4. Culture is both the product of and contributor to the values and ideals of a society and its individuals. 5. The success of our democratic society depends on the responsible actions of its citizens. 	Essential Questions: <ol style="list-style-type: none"> 1) How do leaders unite a society around one cause? 2) How does a group maximize strengths to overcome weaknesses? 3) How do key battles influence the outcome of the war as a whole? 4) How has the Declaration of Independence affected American history?
Essential Vocabulary: George Washington Thomas Jefferson Thomas Paine Benedict Arnold John Paul Jones Marquis de Lafayette Fredrick Von Steuben Horatio Gates Battle of Lexington/Concord Battle of Bunker Hill	King George Charles Cornwallis William Howe Richard Howe John Burgoyne Johann Rahl (German mercenary) (Hessian) mercenaries guerilla warfare

Battle of Saratoga Battle of Trenton Winter at Valley Forge Battle of Yorktown Treaty of Paris	Patriots Minutemen Continental Army Continental Congress American Indians
Resultant Knowledge: Students will know... - the design and significance of the Declaration of Independence. - the strengths and weaknesses of the countries involved. - Specific battle influence on either side. - How the American Revolution is embodied in conflicts historically and today	Resultant Skills: <i>Students will be able to...</i> Compare and contrast Describe a cause and effect relationship Identify the difference between historical fact and opinion.
Stage 2 – Assessment Evidence	
Performance Tasks: - Declaration of Independence Break-up Letter Re-creation - Major Character Impact Activity - Historical Fiction Analysis - Battle Strategy and Significance	Other Evidence: <ul style="list-style-type: none"> ● Summative Assessments <ul style="list-style-type: none"> ○ Projects, Quizzes, Tests
Stage 3 – Learning Plan	
Learning Activities: (WHERE TO format)	

UbD Unit Template

Unit Title: U.S. Constitution	
Stage 1 - Desired Results	
<p>Established Goals:</p> <p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p> <p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</p> <p>14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p>	
<p>Enduring Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Historical thinkers can identify bias, raise questions, evaluate evidence, and construct original ideas. 2. Where we live affects who we are. 3. Learning about ourselves and others allows us to make informed decisions in a global society. 4. Culture is both the product of and contributor to the values and ideals of a society and its individuals. 5. The success of our democratic society depends on the responsible actions of its citizens. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a good citizen? • How do systems of government impact other social structures? • How is power gained, used, justified? • What goods and services should the government provide? Who should pay? Who should benefit?
<p>Essential Vocabulary:</p> <p>Convention Bicameral Unicameral Virginia Plan</p>	<p>Executive Branch Veto Override Inaugural Unconstitutional Impeach</p>

<p>New Jersey Plan The Great Compromise Checks and Balances Legislative Branch Congress Delegate Ratify Article Majority Minority Senator Representative House of Representatives Senate Elastic Clause</p>	<p>Petition Census Judicial Branch Due Process Search Warrant Justice Supreme Court Amendment Cabinet Powers Treason Appeal Jurisdiction Double Jeopardy Bill of Rights Suffrage</p>
<p>Resultant Knowledge: <i>Students will know...</i> Characteristics of a good citizens How a bill becomes a law Separation of powers Checks and Balances Rights and Responsibilities of a citizen</p>	<p>Resultant Skills: <i>Students will be able to...</i> Actively participate in a pluralist democracy</p>
Stage 2 – Assessment Evidence	
<p>Performance Tasks: Mock Trial Mock Congress Debate www.icivics.org activities Persuasive Essay</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Summative Assessments <ul style="list-style-type: none"> ○ Projects, Quizzes, Tests
Stage 3 – Learning Plan	
Learning Activities: (WHERE TO format)	

Unit Title: Slavery	
Stage 1 - Desired Results	
<p>Established Goals: 16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present. 16.D.4a (US) Describe the immediate and long-range social impacts of slavery. 16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	
<p>Enduring Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Historical thinkers can identify bias, raise questions, evaluate evidence, and construct original ideas. 2. Where we live affects who we are. 3. Learning about ourselves and others allows us to make informed decisions in a global society. 4. Culture is both the product of and contributor to the values and ideals of a society and its individuals. 5. The success of our democratic society depends on the responsible actions of its citizens. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How does technology influence the economy? 2) How does culture continue among intolerance? 3) What determines superiority over another race? 4) How does slavery divide a country? 5) How can a people work together toward a common goal when silenced? 6) What does it mean to be free?
<p>Essential Vocabulary: Fredrick Douglass plantation Nat Turner's Rebellion Triangular Trade Dred Scott Negro spiritual</p>	<p>Cotton gin John Brown dehumanize Harriet Tubman Middle Passage Underground Railroad Uncle Tom's Cabin</p>
<p>Resultant Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> - the process of the slave trade - the layout of a plantation - the daily routine of a slave. 	<p>Resultant Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> - describe how the slave trade would tear apart families emotionally and physically.

<ul style="list-style-type: none"> - the messages of negro spirituals - ways whites dehumanized Africans. - the evolution of political parties in this time period and their platforms. - the growth of the abolitionist movement. - the conductors and process of the Underground Railroad. 	<ul style="list-style-type: none"> - use the plantation system to discuss the growth of slavery as an institution and how it impacted the overall economy. - understand ways whites treated slaves to maintain superiority. - show how political party platforms attempted to expand and abolish slavery, and how that created a strong division in the United States.
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> - Create an original Negro spiritual that emphasizes culture/daily life content. - Develop a slave diary that details the routine and layout of a plantation. - Orally or in writing, answer the essential questions. - Political Campaign poster for pro-slavery and anti-slavery politicians. - Develop a journal of a slave using the Underground Railroad. - GRASP letter on an abolitionist or on a pro-slavery southerner. - Developed responses to essential questions with evidence from learning activities. - Analysis sheet over time-period technology researched. - Debate rubric for abolition/pro-slavery debate. <p>- Write slave narrative describing their experience on the auction block.</p>	<p>Other Evidence:</p> <p>Summative Assessments: (Projects, Tests, Quizzes)</p> <p>Formative Assessments: (Readings and Questions, Exit Slips)</p>
Stage 3 – Learning Plan	

Adapted from Understanding by Design: Professional Development Handbook. McTighe and Wiggins. ASCD. 2004.

Unit Title: Civil War	
Stage 1 - Desired Results	
<p>Established Goals: 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. 16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period. 16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.</p>	
<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - the factors that contributed to the causation of the Civil War. - the advantages and disadvantages of both the North and the South during the war. <ul style="list-style-type: none"> - the <p>Historical thinkers can identify bias, raise questions, evaluate evidence, and construct original ideas.</p> <p>Where we live affects who we are.</p> <p>Learning about ourselves and others allows us to make informed decisions in a global society.</p> <p>Culture is both the product of and contributor to the values and ideals of a society and its individuals.</p> <p>The success of our democratic society depends on the responsible actions of its citizens.</p> 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How did the United States divide politically, economically, and socially to cause war? 2) How does a country maximize its strengths over its weaknesses in war? 3) How is success reflected in leadership? 4) How do major battles affect the outcome of the war? 5) How is the Civil War a defining moment in U.S. History?
<p>Essential Vocabulary: Key Battles Fort Sumter</p>	<p>Terms border states</p>

<p>Battle of Bull Run Battle of Shiloh Battle of Antietam Battle of Vicksburg Battle of Gettysburg Sherman’s March to the Sea Surrender at Appomattox Court House</p> <p>Key Leaders Abraham Lincoln Jefferson Davis Robert E. Lee Ulysses S. Grant Thomas Stonewall Jackson George B. McClellan William Sherman</p>	<p>ironclad 54th of Massachusetts Anaconda Plan Cotton Diplomacy minie ball Emancipation Proclamation Total War Andersonville secession</p>
<p>Resultant Knowledge: <i>Students will know...</i> - The political, social, and economic divisions of the United States before the Civil War. - Students will demonstrate how military strategies are developed based upon their strengths and weaknesses. - how the Emancipation Proclamation, Gettysburg Address, and the conclusion of the Civil War shape the United States’ future.</p>	<p>Resultant Skills: <i>Students will be able to...</i> - write persuasively through a historical lens. - Predict military strategy and understand outcomes.</p>
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Tasks: - Persuasive Essay/Project on division of the United States - Reflection of the Life of a Soldier - Battle Predictions and Significance Narrative Simulation - Battle Postcard/Letter</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Summative Assessments <ul style="list-style-type: none"> ○ Projects, Quizzes, Tests
<p>Stage 3 – Learning Plan</p>	
<p>Learning Activities: (WHERE TO format)</p>	