Unit 1-Launching the Republic

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 1**
Length: **MP1**
Status: **Published**

Essential Questions

- How does a country develop?
- How does technology impact the economy and class system?

Big Ideas

- Political and civil institutions impact all aspects of people's lives
- Governments have different structures which impact development (expansion) and civic participation
- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights

Cross-Curricular Integration

Integration Area: Language Arts

W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating

additional related, focused questions for further research and investigation.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

Activity:

Students will research the Lewis and Clark expedition that occurred following the Louisiana Purchase. Students will research an animal/plant and Native Americans that Lewis and Clark encountered. Based on their research, they will create a journal entry about the expedition. They will be pretending that they too were on the expedition. They will use historically accurate information to describe the encounter. For their third journal entry, students can be creative. They will use their imagination to write a narrative about a problem they faced along the expedition. It will be a realistic problem and based on problems the crew faced examining the Louisiana Purchase. They will type their entries to create a journal.

Language Arts Companion Standards:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

meaning in context or in a dictionary).

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

F. L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

    A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

    B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

    C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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Activity:

Political Parties: Thomas Jefferson was a statesman, philosopher and leader prior to his presidency and he was considered outspoken in many ways. As President, did Thomas Jefferson demonstrate his Republican beliefs by his actions during his term in office? Write an argument essay that states and defends your position on this issue. Use reasons, facts and examples from credible sources to substantiate and defend your claim using logical reasoning.

Diversity Integration

Race and Ethnicity

Article from *African American History-Untold Stories*

Math and Science

This article shows that African American mathematicians and scientists contributed to colonial and early America. This corresponds with chapters 9-10 in the textbook.

Diversity Integration

LGBTQ

Chapter 9

Students will read about States' rights in chapter 9 lesson 3 in their textbooks. They will cover how the Constitution states that states should have all powers that are not forbidden to them or granted to the federal government. A connection will be made to marriage equality in the United States. Before DOMA was struck down by the Supreme Court, same sex marriage was not recognized on a national level. Individual states, starting with Massachusetts in 2004, began allowing same sex marriage on a state by state basis.

National Hispanic Heritage

National Hispanic Heritage Month Sept. 15th - Oct. 15th

Students will reflect on and discuss National Hispanic Heritage Month. Students in each class will be split into groups and will be assigned an influential person involved in shaping the U.S. democracy or who is involved in the government and or entertainment industry. Each group will research their assigned person and the impact they had. After students have presented their final projects to the class, their work will be displayed on a bulletin board. Students will also watch educational and BrainPOP videos. Some people students will research with their groups are, but not limited to,: Cesar Chavez, Justice Sonia Sotomayor, Ellen Ochoa, Antonia C. Novello, Jennifer Lopez, Eva Longoria, and Alexander Rodriguez.

Social and Emotional Learning

Chapter 9 Lesson 3 The First Political Parties

- PLAN Problem Solving
- Collaborative Creativity
- Audience-Focused Communication

Students will read about the first political parties and how they came into being. Students will discuss the founders of these parties (Hamilton-Federalists, Jefferson- Democratic-Republicans) and their differing political beliefs. Students will summarize the main ideas of each party. This will lay the groundwork for a Yes-No-Maybe type of debate.

- Responsible Listening
- Respectful Empathic Debate
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions

The room will be split into the Democratic-Republicans on one side and the Federalists on the other. Those students not committing to a party initially will be to the side. Supporters of each side will respectfully take turns presenting planks of their party's platform in hopes of convincing others to join their side. Students are free to move from one location to another if/when they are convinced another location is a better fit for them

- Responsible Listening
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions

- Audience-Focused Communication

When everyone who wants to share has finished, students return to their seats. They will then discuss what if any points were made that convinced them of their choice of political party. Students will also discuss what they got out of the lesson. Respectful dialogue can only occur when people are willing to truly listen to what others are saying. There are no right or wrong answers in this lesson.

STAT: Hamilton's Plan

CSDT Technology Integration

8.1.8.D.4 Assess the credibility and accuracy of digital content.

Activity:

Students will work in class to research the expedition of Lewis and Clark. They will work on a webquest with a group to document the cost of the expedition, the supplies needed, the role of the crew, and the findings (plants, animals, Native American tribes, lands) Students will then work individually to create a Lewis and Clark Journal Project. They will use their research to write three entries about the Louisiana Purchase and their expedition through the acquired land. They must include factual information using credible digital content to construct their journal entries.

Enduring Understandings

Enduring Understandings

6.1 U.S. History: America in the World

A. Civics, Government, and Human Rights

6.1.8.ACivicsPI.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.CivicsPD.3.a Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.HistoryCC.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.CivicsHR.3.a Explain how and why constitutional civil liberties were impacted by acts of

government during the Early Republic (i.e., Alien and Sedition Acts).

6.1.8.HistoryCC.3.b Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.HistoryCC.4.a [M] Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

B. Geography, People, and the Environment

6.1.8.EconET.4.a [M] Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

C. Economics, Innovation, and Technology

6.1.8.EconET.3.a [M] Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

6.1.8.EconET.4.a [M] Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconNE.4.a [M] Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

6.1.8.EconNE.4.b [M] Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

D. History, Culture, and Perspectives

6.1.8.HistoryUP.3.c [M] Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

Focus Areas

- Explore economic challenges facing the new nation.
- Study the creation of major roads and canal systems.
- Explain significant agreements in foreign affairs at this time.
- Review important aspects of the Jefferson Era.
- Analyze reasons for the Missouri Compromise.

Activities and Assessments

Primary Source: Monroe Doctrine p. 315

Critical Thinking—Protective Tariffs p. 251

Journal Project

Lewis & Clark web quest

Video Clips

Readers Theater

Industrial Revolution Presentation

Primary Resources

Students will evaluate the precedents George Washington set as our nation's first president. Students will analyze a newspaper article describing George Washington's Inaugural Address, a painting of George Washington and his cabinet, and George Washington's Farewell Address to explain these established traditions.

Geography

Chapter 9 – The Federalist Era

1. Create a map of current States during time period (13 States)
2. Map- Location of Washington, DC, also use classroom US map to show a larger view of the Washington DC area in relation to the rest of the country.
3. Map-pg. 253 Native American campaigns in the NW territories – use classroom map to show larger view.

Chapter 10 – The Jefferson Era

1. Election results – map pg. 269
2. Louisiana Territory, pg. map pg. 276 & classroom map for larger view and discussion – video clips re: Louis & Clark Expedition-students create Lewis & Clarke journey & map journey in web quest
3. Barbary Pirates – use classroom world map to show location of Barbary Coast of Africa compare to modern day coast of North Africa
4. War of 1812, map pg. 287 and classroom world map reviewing where Spain is and where Spanish territories were on the North American continent

Chapter 11 – Growth & Expansion

1. Lowell Girls – primary source-pg. 297, revisit location of state of MA on class map and Primary Source: Technology & Industry and map about where and why industry started in the New England states rather than the southern states.

2. Create new map of US with additional states forming east of Mississippi

3. Population map, pg. 299 & Glencoe.com interactive map

4. Maps on pgs. 303, 305, 312 support learning about the roads & turnpikes, river and canal building and travel and western settlement. Use larger classroom map to show larger view in relation to the US country.

5. Unity and Sectionalism, section 3 of Chapter 11 can't be taught without discussing geographical differences of each area which led to different views of the people living in each area. Identify areas on large classroom map and discuss differences

6. Missouri Compromise, pg. 312

7. Create a Missouri Compromise map labeling fee and slave states

Civil Discourse

Thomas Jefferson and his Republican Beliefs Persuasive Response

Thomas Jefferson was an outspoken supporter of the Democratic-Republican Party. As a supporter, he believed the Constitution required a strict interpretation. Prior to making the Louisiana Purchase, Jefferson wondered if the Constitution allowed him to buy the land from France. Did Jefferson demonstrate his Republican beliefs when he made his decision? Write an argument that states and defends your position on this issue. Use reasons, facts, and examples from credible sources to defend your claim and reasoning.

* See Appendix E for Cross Content Integration

Climate Change

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

- Activity: Use evidence and quantitative data to propose or defend a public policy related to climate change, demonstrating understanding of democratic processes for influencing rules, laws, and public policy. Create a policy brief (1-2 pages) proposing a specific climate change policy for their local community or state. The brief must include: (1) A clear policy proposal (2) At least two pieces of quantitative data supporting the policy (3) An explanation of how citizens can influence the adoption of this policy through democratic processes (4) A discussion of potential economic impacts, referencing transportation or another relevant sector

Document Based Activity

6.1.8.History.SE.3a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

DBQ Activity

To what does Washington refer to when he says “you have improved upon your first essay” in this excerpt from the “Farewell Address?’

Which improvements does Washington note?

According to this amendment, how many times can a person be tried for the same offense?

What are the exceptions to the law stated in this amendment?

For the complete DBQ Plan, please refer to MP1 Chapter 9 DBQ PDF.