

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 5: The Early Republic

North Smithfield School Department

TITLE OF UNIT: The Early Republic

COURSE: Grade 7 Social Studies

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

In this unit, students will examine the early American Republic, specifically between the years, 1798 – 1816. They will investigate and interpret primary and secondary sources in the following areas: The Federalists, Jeffersonian Democracy, The Louisiana Purchase, and The War of 1812. Additionally, students will summarize and reflect on each of the topics. By the end of the unit, students will be able to describe how each of the events in this unit strengthened the nation.

ESSENTIAL QUESTIONS

What political traditions and tensions first appeared in the early years of the new republic?

How did the events of the Jefferson era strengthen the nation?

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The <i>Constitution</i> of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

FOCUS GSEs:

Civics and Government

- Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) –1b**
- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a**
- Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) –2b**
- Identifying the impact of an historic court case. **C&G 3 (7-8) –2c**
- Explaining how various factors affect how leaders are selected or elected through an election process. **C&G 4(7-8) –1a**
- Examining how elections are/can be vehicles of change. **C&G 4(7-8) –1d**
- Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e**
- Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c**

Historical Perspective

- Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b**
- Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. **HP 4 (7-8) –2a**

Economics

- Explaining how government succeeds or fails to provide support in a market economy. **E 3 (7-8) – 2a**

Geography

- Identifying and utilizing a variety of maps. **G 1 (7-8) –1a**

Reading

Key Ideas and Details (RH)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2** Determine the central ideas or information of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose .

Integration of Knowledge and Ideas (RH)

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- Range of Reading (RH)**
- RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research**
- Range of Writing **(WHST)**

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Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- The Federalists dominated politics under the presidency of John Adams
- After a tied election, Jefferson became president and the Democratic-Republicans reduced the power of the federal government
- The nation doubled in size when Jefferson acquired the Louisiana Purchase
- The nation gained confidence and worldwide respect as a result of the War of 1812

PRIOR KNOWLEDGE:

- Elementary exposure to US History
- Units 1-4

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Analyze the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. ERA 3, 1C, 6
- Explain the dispute over the western lands and evaluate how it was resolved. ERA 3, 2B, 3
- Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. ERA 3, 2C, 3
- Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. ERA 3, 3C, 1
- Explain the principles and issues that prompted Thomas Jefferson to organize an opposition party. ERA 3, 3D, 1
- Compare the leaders and social and economic composition of each party. ERA 3, 3D, 2
- Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s. ERA 3, 3D, 3
- Analyze Napoleon's reasons for selling Louisiana to the United States. ERA 4, 1A, 1
- Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. ERA 4, 1A, 2
- Analyze how the Louisiana Purchase influenced politics, economic development, and the concept of Manifest Destiny. ERA 4, 1A, 3
- Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. ERA 4, 1A, 4
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Embargo] ERA 4, 1A, 5
- Develop, expand and support an historical thesis through primary source analysis and the composition of document based on questions on the following topic: Constitutional
- Identify and utilize maps on the following topics: Expanding Territory
- Use cause and effect graphic organizers/tools to understand the War of 1812.

SUGGESTED WORKS:

INFORMATIONAL TEXTS

NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
<ul style="list-style-type: none"> • <i>American History</i> textbook • National Geographic: <i>Lewis & Clark</i> 	<ul style="list-style-type: none"> • <i>Lewis & Clark</i> • Thomas Jefferson 		<ul style="list-style-type: none"> • <i>Lewis & Clark's Journals</i>

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

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|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

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Assessments

Develop and convey understanding

- Summarizing topics
 - Ask students to analyze a subject to expose what's essential and then put it in their own words. This requires substituting, deleting, and keeping some of the things and having an awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- Reflection
 - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
 - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the questions in a written or verbal format.
- Graphic Organizers
 - Venn Diagrams
 - Compare and Contrast
 - Note-taking guides
 - Webs
 - Cause and effect
- Journal Writing
 - Students will write a journal entry from the perspective of Lewis & Clark

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- The Louisiana Purchase: <http://www.monticello.org/site/jefferson/louisiana-purchase>
- Lewis and Clark's Journal: <http://lewisandclarkjournals.unl.edu/>
- Lewis and Clark Interactive Journey: <http://www.nationalgeographic.com/lewisandclark/>
- Biography: http://www.americaslibrary.gov/aa/lewisandclark/aa_lewisandclark_subj.html
- War of 1812 Sources: <http://www.loc.gov/rr/program/bib/1812/>

VOCABULARY

- | | | |
|----------------------------|---------------------------------------|--------------------|
| 1. Adams, John | 9. Judicial review | 16. Nullification |
| 2. Alien and Sedition Acts | 10. Judiciary Act of 1801 | 17. Sacagawea |
| 3. Clark, William | 11. Kentucky and Virginia Resolutions | 18. States' rights |
| 4. Democratic-Republican | 12. Lewis and Clark expedition | 19. War hawk |
| 5. Embargo Act of 1807 | 13. Lewis, Meriwether | 20. War of 1812 |
| 6. Federalist | 14. Louisiana Purchase | 21. XYZ Affair |
| 7. impressment | 15. Marshall, John | |
| 8. Jefferson, Thomas | | |

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**