

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 4: Creating A New Nation

North Smithfield School Department

TITLE OF UNIT: Creating A New Nation

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 foundation of American Government between the years 1776 and 1797. They will investigate and interpret primary and secondary sources in the following areas: Articles of Confederation, Constitution, Bill of Rights, and George Washington’s presidency. Additionally, students will summarize and reflect on each of the topics. By the end of the unit, students will analyze primary sources in order to answer the question, “How did the Constitution guard against tyranny?”

ESSENTIAL QUESTIONS

How did Americans create a national government that respected both the independence of states and the rights of individuals?

How is the Constitution a “living document”?

How does the Bill of Rights protect individual rights?

What precedents were set during Washington’s presidency?

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

- Identifying and explaining the origins and basic functions of government. **C&G 1 (7-8) –1a**
- Comparing and contrasting different forms of government. **C&G 1 (7-8) –1b**
- Comparing/contrasting key stages of development of the rule of law, as presented in various documents **C&G 1 (7-8) –2a**
- Identifying the functions of the three branches of government **C&G 2 (7-8) –1a**
- Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) –1b**
- Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) –1c**
- Explaining how democratic values are reflected in enduring documents political speeches/ group actions. **C&G 2(7-8) –a**
- Defining the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen” **C&G 3 (7-8) –1a**
- Evaluating and defending a position on issues involving *individual rights*. **C&G 3 (7-8) –1b**
- Identifying a citizen’s responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) –1c**
- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a**
- Evaluating the strengths and weaknesses of various political systems. **C&G 4(7-8) –1c**
- Demonstrating the ability to compromise. **C&G 4(7-8) –3b**
- Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d**

Economics

Geography

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

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Historical Perspective

- Evaluating alternative courses of action, ethical considerations, interest of those affected by the decision **HP 3 (7-8) –1b**
- Recognizing how the similarities of human issues across time periods influence own personal histories. **HP 3 (7-8) –2a**
- Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b**

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Writing

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

Applied Learning Standards:

problem solving

communication

critical thinking

research

reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- The Articles of Confederation created a weak national government
- The Constitution created a new, stronger government that replaced the Confederation
- American liberties are protected by the U.S. Constitution and a Bill of Rights
- George Washington and his advisers faced many challenges during his presidency
- Washington established central authority at home and avoided war abroad

PRIOR KNOWLEDGE:

- Elementary exposure to US History
- Unit 3: The American Revolution

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. **ERA 1, 1D, 5**
- Analyze how the rise of individualism contributed to the idea of participatory government. **ERA 2, 2A, 1**
- Explain how the conflicts between legislative and executive branches contributed to the development of representative government. **ERA 2, 2A, 6**
- Explain how rising individualism challenged inherited ideas of hierarchy and deference and affected the ideal of community. **ERA 2, 2C, 1**
- Analyze the arguments over the Articles of Confederation. **ERA 3, 2A, 1**
- Assess the influence of the French Revolution on American politics. **ERA 3, 2A, 4**
- Evaluate how the states and the Continental Congress dealt with the revolutionary war debt. **ERA 3, 2B, 1**
- Analyze the factors that led to Shay's Rebellion. **ERA 3, 2B, 2**
- 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**
- Understands the issues involved in the creation and ratification of the United States Constitution and the new government it established. **ERA 3, 3A**
- Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. **ERA 3, 3A, 2**
- Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. **ERA 3, 3A, 4**
- Understands the guarantees of the Bill of Rights and its continuing significance. **ERA 3, 3B**
- Evaluate the arguments over the necessity of a Bill of Rights and explain Madison's role in securing its adoption by the First Congress. **ERA 3, 3B, 1**
- Analyze the significance of the Bill of Rights and its specific guarantees. **ERA 3, 3B, 2**
- 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**
- Understand the foundation and functions of the three branches of government: Legislative, Judicial, Executive
- Utilize a variety of reliable sources to develop an informed opinion by analyzing primary sources on the following: Constitution

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SUGGESTED WORKS:

INFORMATIONAL TEXTS

NONFICTION

- *American History* textbook
- Background information: "The Structure of Government"

BIOGRAPHIES

George Washington

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

- The Articles of Confederation (1781)
- The United States Constitution
- The Bill of Rights

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 |

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
- Argument Writing - How did the Constitution Guard Against Tyranny? (DBQ assignment from "Mini-Q's in American History binder).
 - Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.

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 Articles of Confederation - <http://www.loc.gov/rr/program/bib/ourdocs/articles.html>
- The US Constitution - http://www.archives.gov/exhibits/charters/constitution_transcript.html
- The Bill of Rights - http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html
- Biography of George Washington - <http://www.mountvernon.org/georgewashington>

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VOCABULARY

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|------------------------------|----------------------------|-----------------------------|
| 1. Antifederalists | 11. Federalism | 21. Northwest Territory |
| 2. Articles of Confederation | 12. French Revolution | 22. Pinckney's Treaty |
| 3. Attorney general | 13. Great Compromise | 23. Precedent |
| 4. Bill of Rights | 14. Jay's Treaty | 24. Shay's Rebellion |
| 5. Cabinet | 15. Judicial branch | 25. Three-Fifths Compromise |
| 6. Checks and balances | 16. Land Ordinance of 1785 | 26. Treaty of Greenville |
| 7. Confederation Congress | 17. Legislative branch | 27. Virginia Plan |
| 8. Constitutional Convention | 18. Madison, James | 28. Whiskey Rebellion |
| 9. Executive branch | 19. New Jersey Plan | |
| 10. Federal Judiciary Act | 20. Northwest Ordinance | |

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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**