

Grade 7 Social Studies

Diary map is based on the 2015-2016 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - Sept.	<p>History and Primary Sources Why is it important to study history?</p> <p>How do primary sources help an historian learn?</p>	<p>History and Primary Sources -Definition of history -Personal item history -Comparison of primary and secondary sources -Analysis of a primary source</p>	<p>History and Primary Sources -Create a timeline of a personal object -Operate a timeline app -Analyze a speech -Use context clues to determine word meanings -Read to compare and contrast a primary source and a secondary source -Write a comparison/contrast paper</p>	<p>History and Primary Sources -Timeline rubric (teacher created) -Text based discussion questions (teacher created) -Hunt for Context Clues questions (<i>Jr. Scholastic</i>, December 8,2014) -Comparison/contrast paper</p>	<p>History and Primary Sources -My personal object timeline -Clarifying Questions (teacher created) <i>Jr. Scholastic</i>, December 8, 2014 -“The Fall of the Berlin Wall” article -Pairing a Primary Source and Secondary Source worksheet -Teacher guide</p>	<p>History and Primary Sources -Timeline app -iPads -SMART Board -Projector -Elmo -Laptop -dictionary.com -YouTube “Tear Down This Wall” by Fred Aley (video of President Reagan making the Berlin Wall speech)</p>
Oct.	<p>European Exploration How did European explorers impact the Americas?</p>	<p>European Exploration -European exploration of the world searching for new lands and new trade routes -Spain’s establishment of a large empire in the Americas -Other European nations’ challenges of Spain in the Americas -Development of slavery by the Europeans in their colonies -Accomplishments of different European explorers</p>	<p>European Exploration -Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing your own clearly -Cite specific textual evidence to support analysis of primary and secondary sources -Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to European exploration -Conduct short research project to answer a self-generated question drawing on several sources and generating</p>	<p>European Exploration -Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) section quizzes and chapter test -Project Rubric (teacher created) -Primary Source response paper (teacher created)</p>	<p>European Exploration Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) -Textbook -Chapter Resource Files -Study/discussion questions (teacher created) -Early European Explorers Project Requirement Sheet (teacher created) -Quincy Public Library School Delivery service -Evan-Moor <i>History Pockets Explorers of North America</i> (2003)</p>	<p>European Exploration -iPad -Computer -SMART Board -Projector -Elmo -<i>The Great Age of Exploration</i> (United Streaming video)</p>

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			additional related, focused questions that allow for multiple avenues of exploration -Gather relevant information from multiple print and digital sources, using search terms effectively -Assess the credibility and accuracy of each source -Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation -Draw evidence from informational texts to support analysis relations and research			
Nov. – Dec.	English Colonies How did the culture, history, economics, geography and government of the English Colonies lead to the creation of the United States?	English Colonies -Indentured Servanthood and African slavery in the colonies -Relationships between colonists and native Americans -Conditions of settling the colonies -Culture of colonists and native Americans -Colonial governments -Primary Sources from the English Colonies -Profiles of historical characters of the English	English Colonies -Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly -Cite specific textual evidence to support analysis of primary and secondary sources -Read and paraphrase secondary sources to create a context for a topic	English Colonies -Vocabulary test (teacher created)	English Colonies -First Hand Heinemann- <i>Toolkit Texts: Short Nonfiction for American History Colonial Times</i> (2014) -Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) -Vocabulary Test (teacher created) -Study questions (teacher created)	English Colonies -iPad -Computer -SMART Board -Projector -Elmo - <i>America: The Story of Us</i> (History Channel video)

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		Colonies	<ul style="list-style-type: none"> -Read and annotate nonfiction selections and images -Read and analyze a primary source -Compare perspectives of different people within this time period -Read critically to consider point of view and bias -Synthesize information to argue a point -Use graphic organizers to organize thinking 			
Jan - Feb.	<p>The American Revolution How did the people and events lead to an American victory?</p>	<p>The American Revolution</p> <ul style="list-style-type: none"> -Causes -Declaration of independence -Patriot obstacles -Southern spread and final battles -Significant Figures -Propaganda -Political Cartoons 	<p>The American Revolution</p> <ul style="list-style-type: none"> -Create a booklet of people involved -Collaborate with a small group -Interpret information presented in a dramatic reading of the poem, "The Midnight Ride of Paul Revere" -Research material and write an informative essay -Distinguish fact from fiction in a piece of propaganda -Identify elements used in a propaganda piece to promote persuasion -Create propaganda -Cite specific textual evidence to support 	<p>The American Revolution</p> <ul style="list-style-type: none"> -Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) section quizzes and test -Study/discussion questions (teacher created) -DAR essay rubric (teacher created) -Primary Source response paper (teacher created) 	<p>The American Revolution</p> <ul style="list-style-type: none"> Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) -Textbook -Political Cartoons -Chapter Resource Files -Who's Who In the Revolutionary War (teacher created) -"Midnight Ride of Paul Revere" (poem) -Biographies: John Hancock, Phillis Wheatley, Haym Salomon, Bernardo de Galvez -Modern Day Declaration of War supplement (teacher 	<p>The American Revolution</p> <ul style="list-style-type: none"> -Elmo -Laptop -www.earlyamerica.com (painting <i>The Bloody Massacre Perpetrated in King Street</i>) -www.youtube.com (reading of "The Midnight Ride of Paul Revere") -<i>America: The Story of Us</i> (History Channel video)

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			analysis of a primary source -Analyze in detail how a key individual is introduced, illustrated, and elaborated in any written text -Analyze primary documents for persuasive elements -Determine the central idea of a political cartoon -Interpret information from a map		created) -Primary Source Reaction Sheet (teacher created) -Primary Sources: Ben Rush's Letter and General Green Writes to His Wife	
March-May	Forming a New Government How was the U.S. Government formed?	Forming a New Government -Articles of Confederation -New nation's challenges -Constitution's creation -Constitution's ratification -Significant Figures -Political Cartoons	Forming a New Government -Collaborate with small group -Read for understanding -Analyze a map and chart to cite information -Analyze primary source document for main idea -Identify point of view through a primary source document -Cite specific textual evidence from biographies -Analyze political cartoons to determine point of view -Create political cartoon	Forming a New Government Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) -Northwest Territories History and Geography worksheet -Section quizzes -Test -8 Actual Presidents article (Constitution.org) -Study/discussion questions (teacher created) -Document Analysis Sheet and Cartoon Analysis Sheet (National Archives and Records Administration) -Chapter project and	Forming a New Government Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) -Textbook -Political Cartoons -Chapter Resource Files -Biographies: George Mason -Primary Sources: Benjamin Franklin Addresses the Constitutional Convention -Primary Source Reaction Sheet (Constitution.org) - <i>Jr. Scholastic Magazine</i> (September 16, 2013)	Forming a New Government -Elmo -Laptop

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				rubric (teacher created) <i>Jr. Scholastic Magazine</i> (September 16, 2013) -“The Fight Over the Constitution” -Patrick Henry/James Madison Quiz		