

**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><b>History and Primary Sources</b></p> <p>Why is it important to study history?</p> <p>How do primary sources help an historian learn?</p> <p>What do artifacts reveal about the past?</p>	<p><b>History and Primary Sources</b></p> <p>-Definition of history</p> <p>-Comparison of primary and secondary sources</p> <p>-Analysis of a primary source</p> <p>-Analysis of artifacts</p>	<p><b>History and Primary Sources</b></p> <p>-Understand that primary source documents can help us understand people, places, and events from the past</p> <p>-Examine and analyze primary source documents in order to learn about a person from the past</p> <p>-Learn how to compile research in order to get a more complete understanding of the past</p> <p>-Write an historical descriptive paragraph</p> <p>-Analyze a speech</p> <p>-Use context clues to determine word meanings</p> <p>-Read to compare and contrast a primary source and a secondary source</p> <p>-Analyze artifacts to learn about life in colonial America</p> <p>-Apply analyzed artifact learning to objects found in our own culture</p>	<p><b>History and Primary Sources</b></p> <p>- Tenement Museum Primary Sources Lesson Plan Questions (Lower East Side Tenement Museum)</p> <p>-Historical description of Victoria Confino paragraph</p> <p>-iCivics-DBQuest – America’s Founding Preambles</p> <p>-Text based discussion questions (teacher created)</p> <p>-Hunt for Context Clues questions (<i>Jr. Scholastic</i>, December 8,2014)</p> <p>-Analyzing Artifacts from Jamestown Classroom Activity Sheet (DiscoverySchool.com)</p> <p>-Analyzing Artifacts from Our Culture Take-Home Activity Sheet (DiscoverySchool.com)</p>	<p><b>History and Primary Sources</b></p> <p><i>Lower East Side Tenement Museum</i></p> <p>-Tenement Museum Primary Sources Lesson Plan, “Meet Victoria”</p> <p>-Documents from the “Meet Victoria” lesson</p> <p><i>Jr. Scholastic</i>, December 8, 2014</p> <p>-“The Fall of the Berlin Wall” article</p> <p>-Pairing a Primary Source and Secondary Source worksheet</p> <p>-Teacher guide</p> <p>-“What Artifacts Reveal about the Past” lesson plan (DiscoverySchool.com)</p> <p>-Artifact images of a Broad axe, cooking pot, English coins, ring, copper necklace (teacher created)</p>	<p><b>History and Primary Sources</b></p> <p>-iPads</p> <p>-SMART Board</p> <p>-Projector</p> <p>-Elmo</p> <p>-Laptop</p> <p>-dictionary.com</p> <p>-YouTube “Tear Down This Wall” by Fred Aley (video of President Reagan making the Berlin Wall speech)</p> <p>-Schoolology</p>
Oct.	<p><b>European Exploration</b></p>	<p><b>European Exploration</b></p> <p>-European exploration of the world searching</p>	<p><b>European Exploration</b></p> <p>-Engage effectively in a range of collaborative</p>	<p><b>European Exploration</b></p> <p>-Holt Reinhardt Winston <i>United States History:</i></p>	<p><b>European Exploration</b></p> <p>Holt Reinhardt Winston <i>United States History:</i></p>	<p><b>European Exploration</b></p> <p>-iPad</p> <p>-Computer</p>

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	How did European explorers impact the Americas?	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	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	<i>Beginnings to 1877</i> (2014) section quizzes and chapter test -Primary Source response paper (teacher created)	<i>Beginnings to 1877</i> (2014) -Textbook -Chapter Resource Files -Study/discussion questions (teacher created)	-SMART Board -Projector -Elmo - <i>The Great Age of Exploration</i> (United Streaming video)
Nov. – Dec.	<b>English Colonies</b> How did the culture, history, economics, geography and government of the English Colonies lead to the creation of the United States?	<b>English Colonies</b> -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 Colonies	<b>English Colonies</b> -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 -Read and annotate nonfiction selections and images -Read and analyze a primary source	<b>English Colonies</b> -Vocabulary test (teacher created)	<b>English Colonies</b> -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)	<b>English Colonies</b> -iPad -Computer -SMART Board -Projector -Elmo - <i>America: The Story of Us</i> (History Channel video)

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

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			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		General Green Writes to His Wife	
March-May	<b>Forming a New Government</b> How was the U.S. Government formed?	<b>Forming a New Government</b> -Articles of Confederation -New nation's challenges -Constitution's creation -Constitution's ratification -Significant Figures -Political Cartoons	<b>Forming a New Government</b> -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	<b>Forming a New Government</b> 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 rubric (teacher created)  <i>Jr. Scholastic Magazine</i> (September 16, 2013)	<b>Forming a New Government</b> 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)	<b>Forming a New Government</b> -Elmo -Laptop

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				-“The Fight Over the Constitution” -Patrick Henry/James Madison Quiz		