

# COMPACTED SEVENTH GRADE UNITED STATES HISTORY FROM EXPLORATION THROUGH RECONSTRUCTION AND CITIZENSHIP

## CONTENT STRANDS:

Domestic Affairs  
Global Affairs  
Civil Rights/Human Rights

Economics  
Culture

*\*denotes competencies and objectives from 6<sup>th</sup> grade Citizenship*

## COMPETENCIES AND OBJECTIVES

### Domestic Affairs

**1. Understand the major events, actors and ideas that precipitated the founding of the nation and relate their significance to the development of American constitutional democracy.**

- a. Describe the relationship between the moral and political ideas of the Great Awakening, the Enlightenment, and Western Political philosophies and the development of revolutionary sentiment among the colonists. (DOK 2)
- b. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of protecting individual rights (e.g., phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”). (DOK 3)
- c. Explain major events (The Stamp Act, The Intolerable Acts, Boston Tea Party, First Continental Congress, etc.) that led to the beginning of the American Revolutionary War. (DOK 2)
- d. Compare and contrast the major documents and works (e.g., Magna Carta, Declaration of Independence, Articles of Confederation, the United States Constitution, Bill of Rights, *the Federalist Papers*, etc.) that laid the foundation for American democracy. (DOK 2)
- e. Describe and explain the role of the Founding Fathers (e.g., Washington, Adams, Hamilton, Jefferson) and their impact on the development of America’s political landscape. (DOK 2)

### *Sixth Grade Citizenship Objectives*

- \*6a. Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American Democracy. (DOK 2)*
- \*6b. Analyze how various philosophers influenced the writing of America’s historical documents. (DOK 3)*

- \*1a. *Differentiate among the three branches of government at the federal, state, and local level. (DOK 1)*
- \*1b. *Explain and analyze the concepts of separation of powers and checks and balances among the three branches of state and national governments. (DOK 2)*
- \*1c. *Research and summarize how the electoral process works in the United States government. (DOK 1)*

## **2. Understand how technology, geography, and social conflict has impacted the development of the United States.**

- a. Discuss the influence of industrialization and technological developments in the various regions of the U.S., including human changes to the landscape and how the physical geography affected human actions (e.g., growth of cities, deforestation, farming, mineral extraction). (DOK 2)
- b. Cite evidence and evaluate the importance of improvements in transportation and communication (e.g., steamboats, railroads, canals, telegraph, etc.) in the development of American society. (DOK 3)
- c. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. (DOK 2)
- d. Trace the origins and development of slavery; its effects on African Americans and on the nation's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it. (DOK 2)
- e. Analyze the causes, key events, and consequences of the Civil War. (DOK 3)
- f. Evaluate and examine the Reconstruction Era (using primary and secondary sources such as political cartoons, documents, letters, etc.). (DOK 3)

## **Global Affairs**

### **3. Understand how geography and politics have influenced the historical development of the United States in the global community.**

- a. Examine the exploration and colonization periods of the United States using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 2)
- b. Analyze how the American Revolution impacted other nations, (e.g. France, Canada, Spain, Mexico, etc.). (DOK 3)
- c. Analyze U.S. foreign policy in the early period prior to reconstruction. (DOK 3)

## Civil Rights/Human Rights

### 4. Understand the impact of American ideals and institutions on the development of American democracy.

- a. Analyze how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)
- b. Study the lives of formerly enslaved African Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. (DOK 2)
- c. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). (DOK 2)
- d. Research and analyze political and social impacts of civil rights movements throughout the history of the United States pre-Reconstruction era (e.g., slave revolts, abolitionist movement, protests over British taxation in the colonies, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)

#### *Sixth Grade Citizenship Objectives*

- \*6c. *Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)*
- \*6d. *Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.). (DOK 3)*
- \*6e. *Explain how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)*

## Economics

### **5. Understand the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy.**

- a. Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.). (DOK 2)
- b. Analyze and evaluate the causes and effects of the Industrial Revolution, Westward Expansion, and immigration on the United States (e.g., inventions, railroads, canals, roads, gold rush, etc.). (DOK 3)

## Culture

### **6. Understand the purposes and principles embodied in the ideals and values of American society.**

- a. Evaluate the value and the challenge of diversity in American life. (DOK 3)
- b. Assess the importance of certain character traits in a democracy, such as civility, nationalism, freedom, authority, justice, equality, responsibility, etc. (DOK 3)
- c. Examine how American society has been influenced culturally by exploration, immigration, colonization, sectionalism, religious and social movements, etc. (DOK 3)

### *Sixth Grade Citizenship Objectives*

- \*2a. *Explain and give examples of the differences between natural-born citizens, naturalized citizens, and non-citizens. (DOK 1)*
- \*2b. *Differentiate between individual and civic duties/responsibilities of American citizens (e.g., Individual- respect for the rights of others, self-discipline, negotiation, compromise; Civic- respect for the law, patriotism, participation in the political process). (DOK 1)*
- \*3a. *Investigate and discuss examples of how citizens participate in the political process. (DOK 2)*
- \*3b. *Explore and formulate a plan for civic and community action (e.g., recycling, supporting the military and veterans, helping the elderly, etc.). (DOK 3)*

