

**Galway Social Studies
Grade 7 Curriculum Guide**

UNIT ONE: THE GLOBAL HERITAGE OF THE AMERICAN PEOPLE PRIOR TO 1500	
Unit / Sub Unit	Content Outline
1.1 HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE	<p>A. History and the other social sciences provide a framework and methodology for a systematic study of human cultures</p> <ol style="list-style-type: none"> 1. The role of history and the historian 2. The other social sciences including anthropology, economics, geography, political science, psychology, and sociology <p>B. The social scientific method as a technique for problem solving and decision making</p>
1.2 GEOGRAPHIC FACTORS INFLUENCE CULTURE	<p>A. Theories attempt to explain human settlement in the Americas</p> <ol style="list-style-type: none"> 1. Anthropologists theorize that Asians migrated across a land bridge between Asia and the Americas 2. Native American Indians believe in indigenous development with migration patterns in both directions. Five Themes of Geog. <p>B. Geographic factors affected the settlement patterns and living conditions of the earliest Americans. Review: Maps/Globes/Absolute location/Climate</p> <p>C. Major Native American civilizations in Central and South America</p> <ol style="list-style-type: none"> 1. The Aztecs 2. The Mayas 3. The Incas
1.3 IROQUOIAN AND ALGONQUIAN CULTURES ON THE ATLANTIC COAST OF NORTH AMERICA	<p>A. Iroquois (Haudenosaunee—People of the Longhouse) and Algonquian People adapted to the environment in which they settled</p> <ol style="list-style-type: none"> 1. Geographic regions of New York 2. Diversity of flora and fauna 3. Seasons and weather patterns 4. Kinds of settlements and settlement patterns <p>B. The Iroquois (Haudenosaunee) developed cultural patterns that reflected their needs and values</p> <ol style="list-style-type: none"> 1. Creation and religious beliefs 2. Importance of the laws of nature and the wise use of natural resources 3. Patterns of time and space 4. Family and kinship 5. Education 6. Government: Iroquois Confederacy and political organizations at the village level (tribal organization) 7. Conceptions of land ownership and use 8. Language <p>C. Algonquian Culture</p> <ol style="list-style-type: none"> 1. Spiritual beliefs 2. Spatial patterns
1.4 EUROPEAN CONCEPTIONS OF THE WORLD IN 1500	<p>A. European knowledge was based on a variety of sources</p> <ol style="list-style-type: none"> 1. Accounts of early travelers and explorers 2. A variety of different maps 3. Writing of ancient scholars 4. Guesswork 5. Oral traditions and histories <p>B. Different worldviews and ethnocentrism resulted in many misconceptions</p>

UNIT TWO: EUROPEAN EXPLORATION AND COLONIZATION OF THE AMERICAS

Unit / Sub Unit	Content Outline
<p>2.1 EUROPEAN EXPLORATION AND SETTLEMENT</p>	<p>A. Motivating factors</p> <ol style="list-style-type: none"> 1. Technological improvements in navigation 2. Consolidation of political power within certain countries in Europe 3. Desire to break into the Eastern trade markets 4. Missionary zeal <p>B. Geographic factors influenced European exploration and settlement in North and South America</p> <ol style="list-style-type: none"> 1. Effects of weather and natural hazards on the Atlantic crossings 2. Characteristics of different physical environments in the Americas and where different Europeans settled 3. The development of “New England,” “New France,” “New Netherland,” and “New Spain” <p>C. Effects of exploration and settlement in America and Europe—human-induced changes in the physical environment in the Americas caused changes in other places</p> <ol style="list-style-type: none"> 1. Introduction of new diseases to the Americas was devastating 2. The continued growth of population in the colonies resulted in the unjust acquisition of Native American lands 3. New types of foods improved both European and Native American health and life spans 4. Economic and political changes in the balance of power in Europe and the Americas 5. Introduction of African slaves into the Americas <p>D. Exploration and settlement of the New York State area by the Dutch and English</p> <ol style="list-style-type: none"> 1. Relationships between the colonists and the Native American Indians 2. Similarities between the Europeans and Native American Indians <ol style="list-style-type: none"> a. The role of tradition b. The importance of families and kinship ties c. The hierarchical nature of the community and family d. The need to be self sufficient 3. Differences <ol style="list-style-type: none"> a. Ideas about land ownership b. Roles of men and women c. Beliefs about how people from different cultures should be addressed 4. Rivalry between the Dutch and English eventually resulted in English supremacy
<p>2.2 COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL, AND ECONOMIC FACTORS</p>	<p>A. English colonies: New England, Middle Atlantic, Southern</p> <ol style="list-style-type: none"> 1. Reviewed as a geographic region—criteria to define regions, types of regions 2. Settlement patterns: who? when? why? 3. Economic patterns emerge to meet diverse needs: agricultural and urban settlements 4. Political systems: the Mayflower Compact / Jamestown & Plymouth 5. Social order <p>B. New Netherland; French and Spanish colonies</p> <ol style="list-style-type: none"> 1. Reviewed as a geographic region—types, connections between regions 2. Settlement patterns: who? when? why? 3. Economic patterns emerge to meet diverse needs 4. Political systems and social order
<p>2.3 LIFE IN COLONIAL COMMUNITIES</p>	<p>A. Colonial communities were the center of social, economic, and political life and tended to develop along European patterns</p> <ol style="list-style-type: none"> 1. Variations were found <ol style="list-style-type: none"> a. Religious-based b. Slave and free black communities c. Place of national origin 2. The social structure promoted interdependence 3. Social goals promoted community consciousness over individual rights 4. Role of religions <ol style="list-style-type: none"> a. Puritans b. Quakers c. Catholics d. Others 5. Survival demanded cooperation and a strong work ethic 6. Importance of waterways 7. A hierarchical social order created social inequity

	<p>B. Structure and roles of colonial families</p> <ol style="list-style-type: none"> 1. Nuclear families made up the basic social and economic unit 2. Authority and obligation followed kinship lines 3. Roles of family members <ol style="list-style-type: none"> C. Life in colonial communities was a reflection of geographic and social conditions 1. Impact of physical environments on <ol style="list-style-type: none"> a. Travel b. Communication c. Settlements d. Resource use 2. Social conditions led to <ol style="list-style-type: none"> a. Different forms of government b. Varying roles of religion c. Inequalities of economic conditions d. Unequal treatment of blacks 3. The impact of geographic and social conditions could be seen in the divergent landholding systems that developed in: <ol style="list-style-type: none"> a. New England b. New Netherland: patron-ship system c. Southern colonies: plantation system 4. Life in French and Spanish colonies was both similar to and different from life in other colonies
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UNIT THREE: A NATION IS CREATED	
Unit / Sub Unit	Content Outline
3.1 BACKGROUND CAUSES OF THE AMERICAN REVOLUTION	<p>A. Economic factors</p> <ol style="list-style-type: none"> 1. Growth of mercantilism: triangular trade 2. Rise of an influential business community in the colonies 3. Cost of colonial wars against the French <p>B. Political factors</p> <ol style="list-style-type: none"> 1. The role of the British Civil War 2. Periods of political freedom in the colonies 3. Impact of the French and Indian War: Albany Plan of Union 4. Political thought of the Enlightenment influenced prominent colonial leaders <p>C. New social relationships between European powers and the American colonies: development of a new colonial identity</p>
3.2 THE SHIFT FROM PROTEST TO SEPARATION	<p>A. New British attitude toward colonies following victory over France</p> <ol style="list-style-type: none"> 1. Colonies could not protect themselves 2. Colonies were not paying a fair amount toward their support <p>B. New British policies antagonized many Americans</p> <ol style="list-style-type: none"> 1. Various acts of Parliament such as the Quebec Act 2. New tax policies and taxes: Stamp Act and others 3. Other acts of repression: Zenger case and others <p>C. Public opinion was shaped in different forums</p> <ol style="list-style-type: none"> 1. Political bodies 2. Public display and demonstration 3. Print media <p>D. Wide variety of viewpoints evolved</p> <ol style="list-style-type: none"> 1. Complete separation 2. More autonomy for the colonies 3. No change in status quo: the Loyalist position
3.3 EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES	<p>A. The Revolution begins</p> <ol style="list-style-type: none"> 1. Early confrontations 2. Important leaders 3. First Continental Congress <p>B. The Second Continental Congress represented the first attempt to govern the colonies</p> <ol style="list-style-type: none"> 1. "Republican" government 2. Request for state constitutions and political systems 3. Asserting independence <p>C. A movement for independence evolved from the political debate of the day</p>

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	<p>D. Declaration of Independence</p> <ol style="list-style-type: none"> 1. Origins 2. Content 3. Impact 4. Ideals embodied <p>E. Independence creates problems for New Yorkers</p> <ol style="list-style-type: none"> 1. Organizing new State government 2. Economic problems 3. Political factions 4. Slavery 5. Recruiting soldiers for the war
3.4 MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION	<p>A. Strategies of the principal military engagements</p> <ol style="list-style-type: none"> 1. Washington's leadership 2. New York as the object of strategic planning 3. Evolution of the war from the North to the South: Lexington and Concord to Saratoga to Yorktown <p>B. Role of the Loyalists</p> <ol style="list-style-type: none"> 1. In New York City 2. Colonists of Nova Scotia, Quebec, and Prince Edward Island did not join the Revolution <ol style="list-style-type: none"> a. Refuge for Loyalists b. Staging ground for attacks on New York's patriots <p>C. The outcome of the war was influenced by many factors</p> <ol style="list-style-type: none"> 1. Personalities and leadership 2. Geography: importance of various physical features 3. Allocation of resources 4. Foreign aid: funds and volunteers 5. Role of women, blacks, and Native American Indians 6. Haphazard occurrences of events: the human factor 7. Clash between colonial authority and Second Continental Congress
3.5 ECONOMIC, POLITICAL, AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION	<p>A. On the national level</p> <ol style="list-style-type: none"> 1. Britain gave up claims to govern 2. Slavery began to emerge as a divisive sectional issue because slaves did not receive their independence 3. American economy was plagued by inflation and hurt by isolation from world markets <p>B. In New York State</p> <ol style="list-style-type: none"> 1. The effects of the American Revolution on the Iroquois Confederacy 2. Disposition of Loyalist property and resettlement of many Loyalists after the Revolution to Canada, thus changing the French/British balance 3. A republican ideology developed which emphasized shared power and citizenship participation <p>C. In the Western Hemisphere</p> <ol style="list-style-type: none"> 1. Britain did not accept the notion of American dominance of the hemisphere 2. The remaining British colonies in Canada strengthened their ties to Great Britain 3. Many leaders in South America drew inspiration from American ideas and actions in their struggle against Spanish rule

UNIT FOUR: EXPERIMENTS IN GOVERNMENT	
Unit / Sub Unit	Content Outline
4.1 THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD	<p>A. Need for a formal plan of union</p> <ol style="list-style-type: none"> 1. Historical precedent: the Albany Plan of Union 2. Development of state constitutions 3. Inadequacy of Continental Congress as a national government <p>B. Development of a formal plan of government</p> <ol style="list-style-type: none"> 1. Draft and debate in Congress, 1776-1777 2. Ratification by the states, 1778- 1781; period of operation, 1781-1789 <p>C. The structure of government under the Art. of Confederation</p>

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	<ul style="list-style-type: none"> 1. Congress was the only branch of government 2. Each state had equal representation 3. Congress's power under the Articles included: <ul style="list-style-type: none"> a. Making war and peace b. Conducting foreign and Native American Indian affairs c. The settlement of disputes between and among states d. Issuance of currency and borrowing D. The Articles suffered from many weaknesses <ul style="list-style-type: none"> 1. Indirect representation 2. No coercive power; decisions more advisory than binding: e.g., Shay's Rebellion 3. Lack of national executive and judicial functions 4. Lack of taxing power 5. Difficulty in passing legislation E. The Articles did have several achievements and contributions <ul style="list-style-type: none"> 1. The Land Ordinance of 1785 and the Northwest Ordinance, 1787 2. Developed the privileges and immunities of citizenship 3. Developed the concept of limited government
<p>4.2 THE NY STATE CONSTITUTION OF 1777</p>	<ul style="list-style-type: none"> A. Adopted by convention without submission to popular vote <ul style="list-style-type: none"> 1. Included Declaration of Independence 2. Influence of leaders such as John Jay B. Chronology of the document <ul style="list-style-type: none"> 1. Draft and debate in convention, 1776-1777 2. Period of operation, 1777-1822 C. Form of early State government <ul style="list-style-type: none"> 1. Similar to colonial government 2. Governor with limited authority and three-year term 3. Inclusion of rights and liberties 4. First system of State courts 5. Limited franchise 6. Bicameral legislature: Senate—four-year term; Assembly—one-year term D. Effectiveness <ul style="list-style-type: none"> 1. Smoother functioning than national government under the Articles of Confederation 2. Cumbersome administrative procedures 3. Excessive use of veto procedures 4. A model for the United States Constitution of 1787
<p>4.3 THE WRITING, STRUCTURE, AND ADOPTION OF THE UNITED STATES CONSTITUTION</p>	<ul style="list-style-type: none"> A. Annapolis Convention, 1786 <ul style="list-style-type: none"> 1. Impracticality of correcting weaknesses in Articles of Confederation 2. Need for an improved form of government without losing key elements of a new philosophy of government 3. Decision to write a constitution B. Constitutional Convention: setting and composition C. Major issues <ul style="list-style-type: none"> 1. Limits of power: national versus state 2. Representation: slaves and apportionment 3. Electoral procedures: direct versus indirect election 4. Rights of individuals D. The need for compromise <ul style="list-style-type: none"> 1. The issue of a "federal" or a "national" government 2. The Great Compromise on representation 3. The three-fifths compromise on slavery 4. The commerce compromises E. The underlying legal and political principles of the Constitution <ul style="list-style-type: none"> 1. Federalism 2. Separation of powers 3. Provisions for change 4. Protection of individual rights F. The Constitution and the functioning of the federal government <ul style="list-style-type: none"> 1. The Preamble states the purpose of the document

	<ol style="list-style-type: none"> 2. The structure and function of the legislative, executive, and judicial branches (Articles I, II, III) 3. The relation of states to the federal union (Article IV) 4. Assuming the responsibility for a federal system (Article VI) <p>G. The Constitution as a living document</p> <ol style="list-style-type: none"> 1. The elastic clause and delegated power facilitate action 2. Amendment procedure as a mechanism for change (Article V) 3. The Bill of Rights 4. Supreme Court decision (<i>e.g.</i>, <i>Tinker v. Des Moines School District</i>, 1969) <p>H. The evolution of an “unwritten constitution”</p> <ol style="list-style-type: none"> 1. Political parties 2. The President’s cabinet 3. President’s relation to Congress 4. Committee system in Congress 5. Traditional limitations on Presidential term <p>I. The ratification process</p> <ol style="list-style-type: none"> 1. The debates in the states, especially New York State 2. The Federalist Papers 3. Poughkeepsie Convention <ol style="list-style-type: none"> a. Federalists—Hamilton b. Anti-Federalists—Clinton 4. Formal ratification of the Constitution and launching of the new government 5. The personal leadership of people like Washington, Franklin, Hamilton, Madison
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UNIT FIVE: LIFE IN THE NEW NATION	
Unit / Sub Unit	Content Outline
5.1 NEW GOVERNMENT IN OPERATION	<ol style="list-style-type: none"> A. Washington as President: precedents B. Establishing stability <ol style="list-style-type: none"> 1. Hamilton’s economic plan 2. The Whiskey Rebellion 3. Preserving neutrality: the French Revolution, Citizen Genet, Jay, and Pinckney treaties 4. Political parties 5. Election of 1800 6. Judicial review: <i>Marbury v. Madison</i> (1803) C. Expanding the nation’s boundaries <ol style="list-style-type: none"> 1. Pinckney Treaty with Spain 2. Louisiana Purchase – Lewis & Clark Expedition 3. War of 1812: guaranteeing boundaries 4. Monroe Doctrine: sphere of influence 5. Purchase of Florida 6. Native American Indian concessions and treaties D. Challenges to stability <ol style="list-style-type: none"> 1. French and English trade barriers and the Embargo Act 2. War of 1812: second war for independence E. The Era of Good Feelings <ol style="list-style-type: none"> 1. Clay’s American system 2. Internal expansion: new roads, canals, and railroads 3. Protective tariffs 4. National assertions: Marshall’s decision, <i>i.e.</i>, <i>Gibbons v. Ogden</i> (1824) 5. Threats to Latin America: the Monroe Doctrine 6. Disputed election of 1824
5.2 THE AGE OF JACKSON	<ol style="list-style-type: none"> A. The age of the “common man” <ol style="list-style-type: none"> 1. Expansion of suffrage 2. Citizenship 3. Election of 1828 4. Jackson: man, politician, President 5. The “spoils system” 6. New political parties B. Jackson’s Native American policy reflected frontier attitudes <ol style="list-style-type: none"> 1. Some Native Americans resisted government attempts to negotiate their removal by treaty 2. Government policy of forced removals (1820-1840) resulted in widespread suffering and

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	<p>death</p> <p>3. Native American Indian territory</p> <p>C. Intensifying sectional differences</p> <p>1. Protective tariff, 1828</p> <p>2. Nullification controversy, 1828, 1832</p> <p>3. Clay's compromise tariff, 1833</p>
<p>5.3 PREINDUSTRIAL AGE: 1790-1860s</p>	<p>A. Portrait of the United States, 1800</p> <p>1. Agriculturally based economy</p> <p>2. Urban centers on the coast</p> <p>3. Poor communication and transportation systems</p> <p>4. Self-sufficiency</p> <p>5. Regional differences</p> <p>B. Patterns of community organization, work, and family life in agrarian America</p> <p>C. Technological changes altered the way people dealt with one another</p> <p>1. Improved transportation made travel and communication easier</p> <p>2. Greater ties between communities were possible</p> <p>3. The Erie Canal and its impact</p> <p>a. Reasons for building the Erie Canal</p> <p>b. Technology involved in its construction</p> <p>c. Types and sources of labor: ethnic and racial labor force</p> <p>d. Results of building the Erie Canal</p> <p>D. The impact of early industrialization and technological changes on work and workers, the family, and the community</p> <p>1. An increase in the production of goods for sale rather than personal use</p> <p>2. Increased purchasing of what was formerly produced at home</p> <p>3. Emergence of a new work ethic</p> <p>E. Family roles changed, affecting society in general</p> <p>1. Changing role of women</p> <p>2. Childhood became a more distinct stage of life</p> <p>3. Roles of private agencies</p> <p>F. Social changes</p> <p>1. Religious revival</p> <p>G. An American culture begins to emerge</p> <p>1. Literature</p> <p>2. Art</p> <p>H. Portrait of the United States, 1860</p> <p>1. Growth brought about many changes and regions—the spatial patterns of settlement in different regions in the United States</p> <p>a. The size and shape of communities</p> <p>b. Environmental impacts due to development of natural resources and industry— human modification of the physical environment</p> <p>c. The diversity of people within the larger communities and regions</p> <p>d. The ability of the political system within communities to deal with deviance</p> <p>e. The Preindustrial Age took place at different times in different places</p>

UNIT SIX: DIVISION AND REUNION	
Unit / Sub Unit	Content Outline
6.1 UNDERLYING CAUSES OF THE CIVIL WAR	<p>A. Territorial expansion and slavery</p> <p>1. The secession of Texas, 1836</p> <p>2. The Mexican War, 1846-1848</p> <p>3. Oregon Territory</p> <p>4. The westward movement and its effects on the physical, social, and cultural environments</p>
UNIT SEVEN: AN INDUSTRIAL SOCIETY	
Unit / Sub Unit	Content Outline
7.1 THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE 19TH CENTURY	<p>A. Problems and progress in American politics: Framework for a changing United States</p> <p>1. Prevailing attitude of noninterference (“laissez-faire”) as the appropriate role for government, with some regulations to meet excesses (defined in Grade 7)</p>
7.2 CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE	<p>A. Responsibilities of citizenship</p> <p>1. Civic: A citizen should be:</p> <p>a. Knowledgeable about the process of government</p> <p>b. Informed about major issues</p> <p>c. A participant in the political process</p> <p>2. Legal: A citizen should:</p>

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	<ul style="list-style-type: none"> a. Be knowledgeable about the law b. Obey the laws c. Respect the rights of others d. Understand the importance of law in a democratic society
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UNIT EIGHT: THE UNITED STATES AS AN INDEPENDENT NATION IN AN INCREASINGLY INTERDEPENDENT WORLD

Unit / Sub Unit	Content Outline
8.1 THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE	<ul style="list-style-type: none"> A. Growth of imperialist sentiment was caused by several factors <ul style="list-style-type: none"> 1. A belief that the nation had a right to the land, i.e., Manifest Destiny—“people’s differing perceptions of places, people, and resources” (Defined in Grade 7) D. United States policies in Latin America <ul style="list-style-type: none"> 1. The quest for Latin American stability through the Roosevelt Corollary to the Monroe Doctrine (Defined in Grade 7); Panama Canal
8.2 THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS	<ul style="list-style-type: none"> A. United States policy on noninvolvement in European political affairs was based on a number of factors <ul style="list-style-type: none"> 1. Tradition dating back to the earliest days of the country – Washington’s Farewell Address B. Pre-World War I involvements <ul style="list-style-type: none"> 1. Application of the Monroe Doctrine to the Western Hemisphere