

# 7th Grade History

## Link Community Charter School

### UNITS (8/8 SELECTED)

- ☐ Unit 1: The Rise and Fall of Ancient Rome
- ☐ Unit 2: The Middle Ages and Renaissance
- ☐ Unit 3: Globalization and Colonization
- ☐ Unit 4: Native American History and Culture
- ☐ Unit 5: Life in the Colonies
- ☐ Unit 6: The American Revolution
- ☐ Unit 7: The Early Republic
- ☐ Unit 8: American Government

### SUGGESTED DURATION

18 lessons

20 lessons

15 lessons

15 lessons

15 lessons

15 lessons

20 lessons

20 lessons

# Unit 1: The Rise and Fall of Ancient Rome

7th Grade History - Last Updated on August 18, 2021

## STANDARDS ADDRESSED

### New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

#### 6.2.8.CivicsPI.4.a:

Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

#### 6.2.8.GeoHP.4.c:

Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts

#### 6.2.8.HistoryCA.3.b:

Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

#### 6.2.8.HistoryCA.3.a:

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

#### 6.2.8.HistoryCC.4.g:

Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

#### 6.2.8.HistoryUP.3.a:

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

#### 6.2.8.HistoryCC.4.f:

Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

# Unit 1: The Rise and Fall of Ancient Rome

7th Grade History - Last Updated on August 18, 2021

## DESIRED RESULTS

### Established Goals

Through studying the rise and fall of Ancient Rome, students will be able to gather evidence to form responses to the following essential questions:

**What factors lead to the rise and fall of civilizations?**  
**What happens to established ideas when an empire collapses?**

### Transfer

Students will be able to independently use their learning to...

1. determine the defining elements of ancient Roman civilization using the GRAPEs model.
2. investigate what societal, political, and geographic factors led to the destruction of the Roman Empire.
3. infer how the destruction of the Roman Empire led to the Dark Ages.

### Meaning

#### Big Ideas & Understandings

Students will understand that...

- Civilizations expand and collapse over time due to internal and external sociopolitical factors.
- As civilizations change, expand, and collapse, so do their established ideas and cultural legacies.

#### Essential Questions

Students will keep considering...

- What factors lead to the rise and fall of civilizations?
  - How did Rome expand from a civilization to an empire?
  - What enduring legacies did the Roman empire create?
  - How did political and cultural issues impact the fall of the Roman Empire?

## Unit 1: The Rise and Fall of Ancient Rome

7th Grade History - Last Updated on August 18, 2021

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Ancient Rome is an early classical civilization, with unique Geographic features, Religion, Achievements, Political structure and policies, and Economic systems.</li><li>• As Rome expanded into new geographic regions and conquered new territories, it became the Roman Empire; with new territories came cultural syncretism, allowing for the Roman Empire to adopt aspects of the religious and social ideas of its subjects.</li><li>• A combination of internal and external factors (i.e. new religious practices (Christianity), taxation, financial issues, political changes, Visigoth invasions) caused the Roman empire to lose its sphere of influence over Europe, leading to what some scholars call the "fall of Rome" and "the Dark Ages."</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Analyzing the origins of the Roman Republic and its <u>GRAPEs</u> (Geography, Politics, major Achievements, Politics, and Economics).</li><li>• Comparing Rome's social hierarchy and political systems to other classical civilizations and modern American institutions of government.</li><li>• Evaluating the effectiveness of early Roman Emperors and infer the role they played in Rome's expansion. Determining how the physical and cultural characteristics of the Roman Republic helped it grow into an empire.</li><li>• Analyzing primary and secondary sources to determine if Rome really "fell."</li><li>• Predicting how the fall of Rome will have major social and cultural implications on the Roman Empire, its subjects, and neighbors throughout Eurasia.</li></ul>



# Unit 1: The Rise and Fall of Ancient Rome

7th Grade History - Last Updated on August 18, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Stations Activity: Analyze the GRAPEs of Rome through small group rotations of unique stations, each focusing on Rome's unique Geography, Religion, Achievements, Political Structure, or Economics. Students will record their findings in a GRAPEs organizer that they can reference throughout the unit.</p> <p>Create a Travel Advertisement highlighting the main aspects of Rome's GRAPEs- this can be visual in Google Slides, written like a radio play in Google Docs, or recorded as a commercial in Flipgrid.</p> <p>Evaluate the effectiveness of Roman Emperors (like Augustus Caesar) by creating a report card of their performance: Using the major works, achievements, praise, and criticisms of emperors like Augustus and Tiberius, rate the effectiveness of each emperor's leadership skills.</p> <p>Roman Murder Mystery: Students act as detectives in to uncover what lead to the "death" of the Roman Republic. In small groups, detectives will analyze case files (primary and secondary sources), look for evidence, and determine cause of death. Groups will present their findings to the class in a Courtroom Presentation, using detailed evidence and reasoning to persuade others who the "killer" truly is.</p> <p>Save the Roman Empire: Students work in cooperative groups to "Save the Roman Empire" by first identifying the problems of the late Roman Empire, brainstorming and agreeing on solutions to these problems and finally writing "laws" to implement these solutions and save the empire from its destruction.</p>

# Unit 1: The Rise and Fall of Ancient Rome

7th Grade History - Last Updated on August 18, 2021

	Other Evidence: GRAPEs Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Review Quizzes
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## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### Lesson 1-3:

- GRAPEs of Rome Stations Activity
- Roman Empire Travel Advertisements

#### Lesson 4-7:


- Civilization to Empire: How do we get there, and what's the difference?
- Rome's Political and Class Structure: Fair for All?
- Roman Emperors: Report Card Assessment
- Rome's Enduring Legacies

#### Lesson 8-10:

- Roman Murder Mystery: Investigate who/what is responsible for the "death" of the Roman Empire
- Did Rome really "fall?"
- Predict: What happens next? What are the "dark ages?"

## ATTACHMENTS

 Unit 1: Ancient Rome

 7th Grade Curriculum Map\*

## SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

## ATTACHMENTS

 Differentiated\_Instruction\_Document\_.pdf

## Unit 2: The Middle Ages and Renaissance

7th Grade History - Last Updated on August 18, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

##### 6.2.8.GeoHP.4.c:

Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts

##### 6.2.8.HistoryCC.4.a:

Determine which events led to the rise and eventual decline of European feudalism.

##### 6.2.8.EconNE.4.a:

Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

##### 6.2.8.HistoryCC.4.b:

Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

##### 6.2.8.HistoryCC.4.c:

Assess the demographic, economic, and religious impact of the plague on Europe.

##### 6.2.8.HistoryUP.3.a:

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

##### 6.2.8.EconGE.3.a:

Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

##### 6.2.8.CivicsDP.4.a:

Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

## Unit 2: The Middle Ages and Renaissance

7th Grade History - Last Updated on August 18, 2021

### DESIRED RESULTS

#### Established Goals

Through studying the rise and fall of Ancient Rome, students will be able to gather evidence to form responses to the following essential questions:

**What happens to established ideas when an empire collapses?**

**Who should decide how to structure a society and its government?**

**How do civilizations change over time?**

#### Transfer

Students will be able to independently use their learning to...

- Analyze the cause/effect relationship between Fall of Rome/start of the Dark Ages.
- Evaluate the effectiveness of Feudalism as a political system.
- Determine the role of the Church and religious beliefs in Medieval government, education, arts, and culture.
- Determine the importance of the Magna Carta to modern political systems.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• <b>While life during the Middle Ages differed from the height of the Roman Empire, Europe still had a rich and complex culture.</b></li><li>• <b>The Church had near equal power in the Middle Ages as lords and kings; because of this, religious beliefs influenced major policies, decision-making by those in power, and how citizens were governed.</b></li><li>• <b>At the height of the Middle Ages, an explosion of cultural and technological advancements occurred in the European Renaissance.</b></li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• <b>What happened to Europe after Rome "fell?" What elements of Roman culture remained?</b></li><li>• <b>Why were the Middle Ages called the Dark Ages, and is this accurate?</b></li><li>• <b>What is feudalism, and who was in charge during the Middle Ages?</b></li><li>• <b>What was daily life like for serfs, and how did it compare to members of other castes?</b></li><li>• <b>What role did religion play in politics and governance?</b></li><li>• <b>How do political ideas from the Middle Ages (i.e. the Magna Carta) influence American government?</b></li></ul>



## Unit 2: The Middle Ages and Renaissance

7th Grade History - Last Updated on August 18, 2021

Meaning	
	<ul style="list-style-type: none"> <li>• How was the Renaissance a break from Middle Ages thinking and ideas?</li> <li>• What were some of the major developments in Renaissance painting, sculpture, literature, science and mathematics?</li> </ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• After the fall of Rome, Europe underwent major cultural and structural changes, including the emergence of Feudalism and a manor system.</li> <li>• A social hierarchy was developed within feudalism to assign unequal social and political roles to all members of society.</li> <li>• The Church had near equal power in the Middle Ages as lords and kings; because of this, religious beliefs influenced major policies, decision-making by those in power, and how citizens were governed.</li> <li>• The innovations of the Renaissance represent a break with the thinking of the Middle Ages and a beginning of modern times.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>- Analyze the cause/effect relationship between Fall of Rome/start of the Dark Ages.</li> <li>- Compare and Contrast the roles of the social hierarchy in feudal Europe.</li> <li>- Evaluate the effectiveness of Feudalism as a political system.</li> <li>- Determine the importance of the Magna Carta to modern political systems.</li> <li>- Determine the role of the Church and religious beliefs in Medieval government, education, arts, and culture.</li> <li>- Explain how the Renaissance represented a break with the thinking of the Middle Ages and a beginning of modern times.</li> <li>- Create short presentations teaching others about Renaissance-age advances in painting, sculpture, literature, science and mathematics.</li> </ul>

## Unit 2: The Middle Ages and Renaissance

7th Grade History - Last Updated on August 18, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Renaissance Faire: Research a major development from the Renaissance and its historical impact; present findings in a one pager or short presentation in a Gallery Walk (or "Renaissance Faire").</p> <p>Writing Prompt: Were the Middle Ages really the "Dark Ages?"</p> <p>Stations Activity: Roles of Feudalism (Serfs, Knights, Lords, Priests)</p> <p>Compare and Contrast: Magna Carta and modern laws/ political structures.</p>
	<p>Other Evidence:</p> <p>Pre-Assessments</p> <p>Exit Tickets</p> <p>R.A.C.E. Responses</p> <p>Nearpod Lessons</p> <p>Kahoot Review Quizzes</p>

## Unit 2: The Middle Ages and Renaissance

7th Grade History - Last Updated on August 18, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Lessons 1-2: The Middle Ages

- What happened to Europe after Rome "fell?" What elements of Roman culture remained?
- Why were the Middle Ages called the Dark Ages, and is this accurate?
  - Writing Prompt: Were the Middle Ages really the "Dark Ages?"

##### Lessons 4-6: Life During the Middle Ages

- What is feudalism, and who was in charge during the Middle Ages?
- What was daily life like for serfs, and how did it compare to members of other castes?
  - Stations Activity: Roles in Feudalism (i.e. Serfs, Knights, Lords, Priests)
- How do the roles in feudalism's hierarchy compare to one another? Is it a fair and just system?

##### Lessons 7-9: The King and the Church

- What role did religion play in politics and governance?
- Who was really in charge: The Church or the State?
- How do political ideas from the Middle Ages (i.e. the Magna Carta) influence American government?
  - Compare and Contrast: Magna Carta and modern political structures and laws

##### Lessons 10: The Renaissance

- How was the Renaissance a break from Middle Ages thinking and ideas?

##### Lessons 11-15: Renaissance Faire

- What were some of the major developments in painting, sculpture, literature, science and mathematics?
  - Assessment: Renaissance Faire: Research a major development from the Renaissance and its historical impact; present findings in a one pager or short presentation in a Gallery Walk (or "Renaissance Faire").

### ATTACHMENTS



Unit 2: The Middle Ages & Renaissance

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

### ATTACHMENTS



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## Unit 3: Globalization and Colonization

7th Grade History - Last Updated on August 20, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

##### 6.3.8.CivicsPR.1:

Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

##### 6.1.8.HistoryCC.3.c:

Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

##### 6.2.8.CivicsPI.4.a:

Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

##### 6.2.8.GeoHE.4.c:

Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies

##### 6.2.8.GeoHE.4.b:

Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

##### 6.2.8.GeoGI.4.a:

Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion



## Unit 3: Globalization and Colonization

7th Grade History - Last Updated on August 20, 2021

### DESIRED RESULTS

Established Goals
<p>Through studying globalization and colonization, students will be able to gather evidence to form responses to the following essential questions:</p> <p>Why do empires choose to expand their territory?</p> <p>Does imperialism have more advantages or consequences?</p> <p>How does globalization and colonization affect indigenous populations?</p>

Transfer
<p>Students will be able to independently use their learning to determine the reasons and consequences for globalization and exploration of the New World.</p>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Globalization and colonization allow civilizations to expand their territory into new regions, and interact with other nations.</li> <li>• Colonization has lasting physical and cultural impact on colonized populations.</li> <li>• While colonization is advantageous for imperialist nations, it can have devastating consequences for colonized nations.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• Why do empires choose to expand their territory? <ul style="list-style-type: none"> <li>◦ Where do nations expand their territory? What factors impact this decision-making?</li> </ul> </li> </ul> <p>How does globalization and colonization affect indigenous populations?</p> <ul style="list-style-type: none"> <li>• What happens to those that are colonized?</li> <li>• Does colonization have more advantages or consequences?</li> </ul>

## Unit 3: Globalization and Colonization

7th Grade History - Last Updated on August 20, 2021

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Civilizations choose to colonize other regions for access to new resources, political and military power, and control of new territory.</li> <li>• Colonies of civilizations are subject to their ruler's decisions, often resulting in diversion of resources, political and social changes, or removal of Indigenous Peoples from their lands.</li> <li>• The consequences of colonization expand outside of the colony-colonizer relationship; the Trans-Atlantic Slave Trade and erasure of Indigenous Nations both result from European colonization.</li> </ul>	<p>Students will be skilled at...</p> <p>Evaluate the reasons and consequences for globalization and colonization.</p> <p>Determine the effects of colonization on colonized nations and Indigenous Populations.</p> <p>Examine the relationship between the Trans-Atlantic slave trade and colonization.</p>

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Globalization Simulation</p> <p>Colony Case Studies</p> <p>Stations Activity: Consequences of Globalization</p> <p>Writing Prompt: Does Colonization do more harm than good?</p>
	<p>Other Evidence:</p> <p>Pre-Assessments</p> <p>Exit Tickets</p> <p>R.A.C.E. Responses</p> <p>Nearpod Lessons</p> <p>Kahoot Review Quizzes</p>

## Unit 3: Globalization and Colonization

7th Grade History - Last Updated on August 20, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Lessons 1: Globalization

- Where do nations expand their territory? What factors impact this decision-making?
  - Globalization simulation: Use resource maps and population maps to determine where to expand a simulated civilization.

##### Lessons 2-4: Colonization

- What happens to those that are colonized?
  - Colony Case Studies: Research a historical instance of colonization in small groups to determine why it was colonized, the positive and negative effects of colonization on the colony, and the modern impact colonization has on its people today.

##### Lessons 5-8: Consequences of Colonization

- 5-6: The Trans-Atlantic Slave Trade, erasure of Indigenous populations and removal from Ancestral Lands
- 7-8: Writing Prompt: Does colonization do more harm than good?

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

#### ATTACHMENTS



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## Unit 4: Native American History and Culture

7th Grade History - Last Updated on August 20, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

##### 6.1.8.HistoryCC.3.c:

Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

##### 6.1.8.GeoSV.4.a:

Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

##### 6.3.8.CivicsPR.3:

Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

##### 6.2.8.CivicsPI.4.a:

Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.



## Unit 4: Native American History and Culture

7th Grade History - Last Updated on August 20, 2021

### DESIRED RESULTS

Established Goals
<p>Through studying Native American history and culture, and the Indigenous perspective of North American colonization, students will be able to gather evidence to form responses to the following essential questions:</p> <p>Does imperialism have more advantages or consequences?</p> <p>How does globalization and colonization affect indigenous populations?</p>

Transfer
<p>Students will be able to independently use their learning to...</p> <ol style="list-style-type: none"> <li>1. Examine the cultures, customs, and ways of life of Native American tribes.</li> <li>2. Determine the effects of colonization on Native American tribes, cultures, and ways of life.</li> </ol>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• <b>North America was inhabited by Indigenous populations, each with rich histories and cultures, pre-colonization.</b></li> <li>• <b>European colonization of North America directly impacted the self-determination of Native American nations.</b></li> <li>• <b>Colonization was the beginning of a long history of conflicts over tribal sovereignty and self-determination.</b></li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• <b>Using territory maps, artifacts, and other primary and secondary sources, what can we infer about who lived in North America before Colonization?</b></li> <li>• <b>According to Native Americans, what happened when colonists arrived in the United States? Why and how did they attempt to take control of their land and resources? How did colonization affect life for Indigenous peoples?</b></li> <li>• <b>How has colonization affected Native American populations over time? How do Indigenous people today view the United States' actions?</b></li> </ul>

Acquisition	
Knowledge	Skills

## Unit 4: Native American History and Culture

7th Grade History - Last Updated on August 20, 2021

### Acquisition

Students will know...

- North America was inhabited by Indigenous populations, each with rich histories and cultures, pre-colonization. Settlers from Britain, France, Spain, and other European nations began to colonize the continent in the early 1600's, resulting in disputes over territory, tribal sovereignty, and the concept of land ownership.
- Colonization was not a peaceful transition; violence, coercive treaties, and forced removal of Indigenous peoples enabled European colonizers to take lands from Indigenous nations.
- Post-colonization and establishment of the United States, settlers continued to push Native Americans off their ancestral lands into state-created reservations, diminished their access to natural resources, and forcefully assimilated growing generations of Indigenous people.

Students will be skilled at...

- Examine the cultures, customs, and ways of life of Native American tribes.
- Compare and contrast the settlements of Native American tribes and their ancestral lands before and after colonization.
- Examine the role of colonists and Native Americans in early conflicts in North America.
- Determine the effects of colonization on Native American tribes, cultures, and ways of life.

## Unit 4: Native American History and Culture

7th Grade History - Last Updated on August 20, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Pre-Colonization Inferences Native American Nations Research Projects Project Presentations Colonization Sources Timeline Analysis
	Other Evidence: Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Review Quizzes

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Lesson 1: North America Pre-Colonization

- Pre-Colonization Inferences: Using territory maps, artifacts, and other primary and secondary sources, what can we infer about who lived in North America before Colonization?

##### Lesson 2-5: Native American Nations Research Projects

- Lessons 2-4: Research Projects: In pairs or small groups, students will research the history, culture, and way of life of a Native American population of their choice. After completing guided research, students will present their findings to the class in a short presentation.
- Lesson 5: Project Presentations

##### Lessons 6-7: Colonization (From Indigenous Perspectives)

- Colonization Sources: According to Native Americans, what happened when colonists arrived in the United States? Why and how did they attempt to take control of their land and resources? How did colonization affect life for Indigenous peoples?

##### Lesson 8-9: Consequences and Modern Impact of Colonization

- Timeline Analysis: How has colonization affected Native American populations over time? How do Indigenous people today view the United States' actions?

## Unit 4: Native American History and Culture

7th Grade History - Last Updated on August 20, 2021

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

### ATTACHMENTS



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## Unit 5: Life in the Colonies

7th Grade History - Last Updated on August 20, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

##### 6.1.8.CivicsHR.3.b:

Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

##### 6.1.8.HistoryCC.3.a:

Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

##### 6.1.8.HistoryCC.3.c:

Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

##### 6.1.8.GeoSV.4.a:

Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

## Unit 5: Life in the Colonies

7th Grade History - Last Updated on August 20, 2021

### DESIRED RESULTS

Established Goals
<p>Through studying American colonial history, students will be able to gather evidence to form responses to the following essential questions:</p> <p>How and why do people seek to change their governments?</p> <p>Was America justified for resisting British policies and revolting?</p> <p>What roles did diverse populations play in the American Revolution?</p>

Transfer
<p>Students will be able to independently use their learning to...</p> <ol style="list-style-type: none"> <li>1. Compare and contrast life between different colonies, and between colonies and Europe.</li> <li>2. Use "taxation without representation" and other key terms to describe the relationship between U.S. colonies and Great Britain.</li> <li>3. Determine the events that lead to the American Revolution.</li> </ol>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• <b>Big Idea #1</b></li> <li>• <b>Big Idea #2</b></li> <li>• <b>Big Idea #3</b></li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• <b>Essential Question #1</b> <ul style="list-style-type: none"> <li>◦ <b>Instructional Question #1</b></li> <li>◦ <b>Instructional Question #2</b></li> <li>◦ <b>Instructional Question #3</b></li> </ul> </li> <li>• <b>Essential Question #2</b> <ul style="list-style-type: none"> <li>◦ <b>Instructional Question #1</b></li> <li>◦ <b>Instructional Question #2</b></li> <li>◦ <b>Instructional Question #3</b></li> </ul> </li> <li>• <b>Essential Question #3</b> <ul style="list-style-type: none"> <li>◦ <b>Instructional Question #1</b></li> <li>◦ <b>Instructional Question #2</b></li> <li>◦ <b>Instructional Question #3</b></li> </ul> </li> </ul>

## Unit 5: Life in the Colonies

7th Grade History - Last Updated on August 20, 2021

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Acquired Knowledge #1</li> <li>• Acquired Knowledge #2</li> <li>• Acquired Knowledge #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Knowledge #1</li> <li>• Acquired Knowledge #2</li> <li>• Acquired Knowledge #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Knowledge #1</li> <li>• Acquired Knowledge #2</li> <li>• Acquired Knowledge #3</li> <li>• ...</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Acquired Skill #1</li> <li>• Acquired Skill #2</li> <li>• Acquired Skill #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Skill #1</li> <li>• Acquired Skill #2</li> <li>• Acquired Skill #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Skill #1</li> <li>• Acquired Skill #2</li> <li>• Acquired Skill #3</li> <li>• ...</li> </ul>

## Unit 5: Life in the Colonies

7th Grade History - Last Updated on August 20, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Primary Source Analysis: Life in the Colonies. Compare and Contrast: Daily life in the British Colonies and Great Britain. Argumentative Writing Prompt: Determine which event had the greatest impact on the decision to revolt against Great Britain.
	Other Evidence: Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Review Quizzes

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Lessons 1-5: The 13 Colonies

- Formation of the 13 Colonies
- Primary Source Analysis: Life in the Colonies
- Compare and Contrast: Daily life in the British Colonies and Great Britain

##### Lessons 6-10: Colonies' Relationship with Great Britain

- How were the 13 colonies governed? What rights did they have, and how were they different from mainland British rule?
- How did British rule over the 13 colonies change over time, and how did these decisions affect life for colonists?
- How do terms like "taxation without representation" describe the experience of colonists to Great Britain? How do these terms still apply to modern colonies of the United States?

##### Lessons 11-15: Causes for Revolution

- What factors ultimately lead to the American Revolution?
- Argumentative Writing Prompt: Determine which event had the greatest impact on the decision to revolt against Great Britain.



## Unit 5: Life in the Colonies

7th Grade History - Last Updated on August 20, 2021

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

### ATTACHMENTS



Differentiated\_Instruction\_Document\_.pdf

## Unit 6: The American Revolution

7th Grade History - Last Updated on August 24, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

##### 6.1.8.CivicsDP.3.a:

Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

##### 6.1.8.GeoSV.3.a:

Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

##### 6.1.8.HistoryUP.3.a:

Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

##### 6.1.8.HistoryUP.3.b:

Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

##### 6.1.8.HistoryUP.3.c:

Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

##### 6.1.8.HistorySE.3.a:

Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy

##### 6.1.8.HistorySE.3.b:

Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

## Unit 6: The American Revolution

7th Grade History - Last Updated on August 24, 2021

### DESIRED RESULTS

Established Goals
<p>Through studying American colonial history, students will be able to gather evidence to form responses to the following essential questions:</p> <p>How and why do people seek to change their governments?</p> <p>Was America justified for resisting British policies and revolting?</p> <p>What roles did diverse populations play in the American Revolution?</p>

Transfer
<p>Students will be able to independently use their learning to...</p> <ol style="list-style-type: none"> <li>1. Examine the roles of key political figures, indigenous tribes, African Americans, and women in the American Revolution.</li> <li>2. Summarizing the unfolding of events that led to an American victory.</li> <li>3. Interpreting maps and the role of geography and new military strategies in war.</li> <li>4. Predict the outcome and consequences that will come from American victory of the Revolution (on life in the new nation, relations with England and other nations, etc.)</li> </ol>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• <b>Big Idea #1</b></li> <li>• <b>Big Idea #2</b></li> <li>• <b>Big Idea #3</b></li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• <b>Essential Question #1</b> <ul style="list-style-type: none"> <li>◦ <b>Instructional Question #1</b></li> <li>◦ <b>Instructional Question #2</b></li> <li>◦ <b>Instructional Question #3</b></li> </ul> </li> <li>• <b>Essential Question #2</b> <ul style="list-style-type: none"> <li>◦ <b>Instructional Question #1</b></li> <li>◦ <b>Instructional Question #2</b></li> <li>◦ <b>Instructional Question #3</b></li> </ul> </li> <li>• <b>Essential Question #3</b></li> </ul>

## Unit 6: The American Revolution

7th Grade History - Last Updated on August 24, 2021

Meaning	
	<ul style="list-style-type: none"> <li>◦ Instructional Question #1</li> <li>◦ Instructional Question #2</li> <li>◦ Instructional Question #3</li> </ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Acquired Knowledge #1</li> <li>• Acquired Knowledge #2</li> <li>• Acquired Knowledge #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Knowledge #1</li> <li>• Acquired Knowledge #2</li> <li>• Acquired Knowledge #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Knowledge #1</li> <li>• Acquired Knowledge #2</li> <li>• Acquired Knowledge #3</li> <li>• ...</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Acquired Skill #1</li> <li>• Acquired Skill #2</li> <li>• Acquired Skill #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Skill #1</li> <li>• Acquired Skill #2</li> <li>• Acquired Skill #3</li> <li>• ...</li> </ul> <ul style="list-style-type: none"> <li>• Acquired Skill #1</li> <li>• Acquired Skill #2</li> <li>• Acquired Skill #3</li> <li>• ...</li> </ul>



## Unit 6: The American Revolution

7th Grade History - Last Updated on August 24, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Perspective Stations War Timelines Map Analysis Primary Source Analysis Independence Inferences
	Other Evidence: Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Review Quizzes

## Unit 6: The American Revolution

7th Grade History - Last Updated on August 24, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Lessons 1-2: The Beginning of War

- Who were the major players and allies on both sides of the American Revolution?
- Based on early conflicts, battle maps, and primary sources, which nation stood the best chance of winning when war began?

##### Lessons 3-5: A Nation During Conflict

- What was life like for civilians living through the revolution?
- Perspective Stations: How did women, immigrants, indigenous peoples, and free and enslaved Black people experience the American Revolution differently? What roles did they play in the revolution?

##### Lessons 6-9: The War Advances

- How did colonists use strategies like scorched earth and guerilla warfare to their advantage? What impact did these strategies have on their enemies and civilians?
- How did major battles and events affect the outcome of the war?


##### Lessons 10-13: Britain Surrenders, the Real Work Begins

- What factors ultimately lead the British to surrender?
- How will America's victory and newfound independence affect its relationship with Great Britain and other nations?
- Now that America is independent, what happens next? Who should lead the new nation, and how should it be lead?

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

### ATTACHMENTS

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## Unit 7: The Early Republic

7th Grade History - Last Updated on August 24, 2021

### STANDARDS ADDRESSED

### DESIRED RESULTS

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### LEARNING PLAN

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

### ATTACHMENTS

 Differentiated\_Instruction\_Document\_.pdf

## Unit 8: American Government

7th Grade History - Last Updated on August 24, 2021

STANDARDS ADDRESSED

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS



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