

Englewood Public School District
United States History
Grade 7
Third Marking Period

Unit 3 - A New Nation

Overview: *We are the “U.S.”*- During this unit, students explore the foundational tenets of the United States from 1777-1800; its divisions of power, its first leaders, and how the slave trade and labor serve as the underpinning of the US GDP.

Time Frame: 40 to 45 Days

Enduring Understandings:

The Articles of Confederation provided a framework for a national government.

Problems faced by the young nation made it clear that a new constitution was needed.

A new constitution provided a framework for a stronger national government.

Understanding the Foundational documents- preceding and enduring- of the United States of America.

Identify The Great Compromise’s as an example of America’s balancing of power.

Recognize key divisions of the U.S. Government- Executive, Legislative, and Judicial.

The Bill of Rights was added to the Constitution to define clearly the rights and freedoms of citizens.

American citizenship involves great privileges and serious responsibilities.

Essential Questions:

What events and ideas affected the writing of the Articles of Confederation and the Constitution?

How do the ideas in the constitution affect the lives of Americans?

How does the Bill of Rights secure the rights of individuals?

Standards	Topics and Objectives	Activities	Resources	Assessments
A New Nation (1777-1880) 6.1.8. A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.	Topics/Objectives <i>Students will:</i> Explore how American people examined many ideas about government.	<u>Skills Development:</u> <ul style="list-style-type: none"> History and Geography- The Northwest Territory, House Membership, 1990-2000, Ratifying the Constitution, The Nation’s Capital, 	<i>United States History - Grades 6-8, William Deverell, Holt McDougal, 2012</i> Chapters 5 and 6 <u>On Line Book Pages:</u>	Formative Assessments: <ul style="list-style-type: none"> Section Assessments Section Online Quizzes Chapter Review: Pages 75-76, 227-28 & 255-56 Summative Assessments:

6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8. A.3.c Determine the role that compromise played in the creation and adoption of the

Identify how the Articles of Confederation laid the base for the first national government of the United States.

Summarize how the Confederation Congress established the Northwest Territory.

Explain how the US had difficulties with other nations.

Discuss the Internal economic problems which plagued a new nation.

Identify how Shay's Rebellion pointed out weaknesses in the Articles of Confederation.

Discover why many Americans called for changes in the national government.

Recall how the Constitutional Convention met to improve the government of the U.S.

Identify how the issue of representation led to the Great Compromise.

- Social Studies Skills- Determine Difficult Points of View, Determining the Context of Statements, Making Group Decisions
- Focus on Writing- Newspaper Editorial, A Pamphlet, Nobel Nomination **(CRP2, RL.7.1, RL.7.2, W.7.2)**

Graphic Skills:

Reading Check and Section Assessment **(RL.7.1)**

Reading Support:

- Guided Reading, Spanish and English
- Vocabulary Builder, general and modified
- Flash Cards **(RL.7.1, RL.7.4)**

Online Book Pages:

- Animated History-
- Animated Geography and History- U.S. Population 1790, Early America, 1776-1800
- Primary Resources- Point of View- *Compromise and the Slave Trade*, Historic Document-*Federalist Papers No. 10*, Point of View-*Role of the*

- Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.)
- Taking Notes-Graphic organizer idea headers for each section.

e-Activities:

- Videos- *America Gets a Constitution, Shays's Rebellion, Did you Know Ben Franklin, The Impact of Adding New States, Could You Pass the U.S. Citizenship Test, Electoral College, The Impact of the Bill of Rights*

Teacher Resources:

- Section Lesson Plan
- "Do Now"-Daily Bell ringer Transparencies
- Chapter Power Points Presentation
- Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented
- Answer Keys- Enrichment Activities, Reading Support, and Skill Development
- Quick Facts Transparencies-

- Standardized Test Practice: Pages 177, 228, and 257
- Chapter Review, general and modified
- Chapter Tests Forms A & B
- Modified Chapter Test

Benchmark Assessments:

- Exact Path
- Common Formative Assessment

Alternative Assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Types of Assessments:

<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

<p>Constitution and Bill of Rights.</p> <p>6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8. A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</p> <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8. A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8. B.3.a Assess how conflicts and alliances among European countries and Native American groups</p>	<p>Discuss how the regional debate over slavery led to the Three-Fifths Compromise.</p> <p>Explore how the U.S. Constitution created federalism and the balance of power.</p> <p>Connect how the Federalists and the Antifederalists played an important role in the fight for ratification of the Constitution.</p> <p>Discover how the Federalist Papers played an important role in the fight for ratification of the Constitution.</p> <p>Understand why the Ten Commandments were added to the Constitution to a Bill of Rights to protect the citizens.</p> <p>Discover how the framers of the Constitution devised the federal system.</p> <p>Explore the distractive roles of the legislative, executive, and judicial branches of government.</p> <p>Discover how The First</p>	<p><i>Citizen, Historical Document- Washington's Farewell Address</i></p> <ul style="list-style-type: none"> • <i>Section Links, "Online Notebook"-select right arrow for scaffolding questions (RI.7.7, RI.7.9)</i> <p><u>Holt McDougal Social Studies, E- Activities:</u></p> <ul style="list-style-type: none"> • Primary Resources- Antifederalists vs. Federalists • The Great Debate • Convention Leaders • Hamilton and Madison • Tracking U.S. Immigration • Checking on your Legislatures • First Ladies • Supreme Court Cases (8.1.8.A.1, SL.7.1) <p><u>Enrichment Activities (See Student Resources):</u></p> <ul style="list-style-type: none"> • Biographies- Signers of the Constitution (Wilson, Morris and Sherman), Mercy Otis Warren, George Mason • Biographies- Sandra Day O'Connor, John Jay, Daniel K Inouye 	<p><i>Weaknesses of the Articles of Confederation, The Great Compromise, The Constitution Strengthens the National Government, Federalists vs. Antifederalists, Forming a Government- Visual Summary, Separation of Powers, Checks and Balances, Federal Office Terms and Requirements, Federal Judicial System, Federalism, Amending the U.S. Constitution, Citizenship and the Constitution: Visual Summary, Hamilton's Economic Plan, Launching a Nation: Visual Summary</i></p> <ul style="list-style-type: none"> • <i>Map Transparencies- The Land Ordinances of 1785 & 1787, The United States Faces Trade Barriers, The Electoral College</i> <p><u>Holt McDougal Social Studies e- Enrichment Links</u></p> <p><u>Forming a Government</u></p> <p>Section 1</p> <p>Weaknesses in the Articles of Confederation</p>	<p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
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impacted the expansion of the American colonies.

6.1.8. B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8. B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8. B.3.d Explain why New Jersey's location played an integral role in the American Revolution.

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8. C.3.b Summarize the effect of inflation and debt on the American people and the response of

Amendment guarantees basic freedoms to individuals.

Summarize how other amendments focus on protecting citizens from certain abuses.

Consider how the rights of the accused are an important part of the Bill of Rights.

Discuss how the rights of states and citizens are protected by the Bill of Rights.

Explain how U.S. Citizens are determined in several way and they have to fulfill a number of important duties.

Recognize that active citizen involvement in government and the community is encouraged.

- Literature- *Federalist Paper No. 15*, *The Free Citizen*, by Theodore Roosevelt
- Primary Resources- *Iroquois, Great Law of Peace*, Benjamin Franklin Address the Constitutional Convention, *The Free Citizen*, by Theodore Roosevelt, Thomas Paine, *The Rights of Men- What it means to be an American: Two Views*, *An Essay on Liberty of the Press*, by Hortensius, President George Washington's
- Political Cartoon- Ratifying the Constitution, Duties of Liberty, The Bill of Rights: Liberty vs. Order
- History and Geography- The Northwest Territory, Ratifying the Constitution, The Nation's Capital, House Membership, 1999-2000
- Social Studies Skills- Determine Difficult Points of View, Determining the Context of Statements, Making Group Decisions,

What were the weaknesses of the Articles of Confederation, and what was done about them?

Section 2 Shays's Rebellion

A historical account of the rebellion that is considered one of the leading causes in the formation of the U.S. Constitution. Includes letters from Thomas Jefferson and George Washington to James Madison.

Section 3 The Great Compromise

The compromise that created our two houses of government.

Section 4 Debate on the Ratification of the Constitution

Visit this Web site for a lesson in how to debate the ratification of the Constitution. Scroll down to see some of the arguments for and against ratification.

Citizenship and the Constitution

Section 1 Thurgood Marshall and the Supreme Court

Thurgood Marshall's

state and national governments during this time.

6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8. C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8. D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8. D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Determine the Context of Statements

- Focus on Writing- Newspaper Editorial, A Pamphlet, Nobel Nomination, A Pamphlet
- Document Based- Activity-Forming the Constitution, the Bill of Rights
- Pre-AP Activity: Citizenship and Constitution (RL.7.1, RL.7.2, RL.7.9, CRP4)

E- Activities,
Writing About History:

- Biographical Narratives and Rubric
- Response to Literature
- Research Reports I& II
- Business Writing
- Technical Writing
- Current Events (9.2.8.B.4, W.7.9)

Student Teacher
Resources

Multimedia Connections:

- Articles of Confederation
- The Constitution and You
- Washington's Presidency

arguments in the *Brown v. Board of Education* case, which initiated the desegregation of public schools in the United States. This site describes the details of the case and the accomplishments of the former Supreme Court justice.

Section 2
The Message behind the Bill of Rights

Many states in the newly independent United States refused to ratify the Constitution unless a list of individual rights guaranteed to American citizens was added to the document. This list became known as the Bill of Rights.

Section 3
What Happens in a Draft

A brief overview of what would occur if the United States returned to a military draft.

Teacher's One Stop Planner:

Fold Notes Appendix-Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold,

6.1.8. D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Two- Panel Flip Chart, and Tri-Fold

Common Lit:

Issues with the US

Constitution:

https://www.commonlit.org/en/texts/issues-with-the-articles-of-confederation?search_id=4740580

The Founding of the

American Democracy:

https://www.commonlit.org/en/texts/the-founding-of-american-democracy?search_id=4740751

The National Constitution

Center: To Sign or Not to

Sign – a Simulation of the

Constitution:

<https://constitutioncenter.org/learn/educational-resources/lesson-plans/to-sign-or-not-to-sign-the-ultimate-constitution-day-lesson-plan>

Historic Philadelphia

Virtual Tour:

<http://www.ushistory.org/tour>

6.3.8. B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8. D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source;

Primary Source docs:
<http://www.loc.gov/exhibits>
/

provide an accurate summary of the source distinct from prior knowledge or opinions.

Key Vocabulary: Magna Carta, English Bill of Rights, constitution, Virginia Statute for Religious Freedom, suffrage, Articles of Confederation, ratification, Land Ordinance of 1785, Northwest Ordinance of 1787, Northwest Territory, tariffs, interstate commerce, inflation, depression, Daniel Shays, Shays's Rebellion Constitutional Convention, James Madison, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Compromise, popular sovereignty, federalism, legislative branch, executive branch, judicial branch, checks and balances, Antifederalists, George Mason, Federalists, *Federalist Papers* amendments, Bill of Rights, federal system, impeach, veto, executive orders, pardons, Thurgood Marshall, Sandra Day O'Connor, James Madison, majority rule, petition, search warrant, due process, indict, double jeopardy, eminent domain, naturalized citizens, deport, draft, political action committees, interest groups,

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls 	<ul style="list-style-type: none"> • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> • Peer Support • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Increase one on one time 	<ul style="list-style-type: none"> • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Use project-based learning

<ul style="list-style-type: none"> • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aides • Provide additional time to complete a task • Use graphic organizers 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). 	<ul style="list-style-type: none"> • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities. • William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
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Integration of Technology Standards NJSL 8:

8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards NJSL 9:

9.2.8.B.4: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections: ELA-NJSL/ELA:

Grade 7 Standards:

RL.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.