New York Social Studies

Grade 7: History of the United States and New York State I

Adopted 2017

Gathering, Interpreting and Using Evidence	1. **Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.** A.1
	2. **Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).** A.2
	3. **Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.** A.3
	4. **Describe and analyze arguments of others, with support.** A.4
	5. **Make inferences and draw general conclusions from evidence.** A.5
	6. **Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.** A.6
Chronological Reasoning	1. **Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.** B.1
	2. **Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.** B.2
	Course **Identify causes and effects, using examples from current events, grade-level content, and historical events.** B.3
	4. **Identify and analyze the relationship between multiple causes and multiple effects.** B.4
	5. **Distinguish between long-term and immediate causes and effects of an event from current events or history.** B.5

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	6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time. B.6
	7. Recognize that changing the periodization affects the historical narrative. B.7
	8. Identify patterns of continuity and change as they relate to larger historical process and themes. B.8
	9. Identify models of historical periodization that historians use to categorize events. B.9
Comparison and Contextualization	1. Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics. C.1
	3. Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts. C.3
	1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities. D.1
	5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes. C.5
	6. Understand the roles that periodization and region play in developing the comparison of colonial settlements in North America. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States. C.6
D. Geographic Reasoning	4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States. C.4
	2. Identify and categorize multiple perspectives on a given historical experience. C.2
Economic and Economic Systems	5. Characterize and analyze changing interconnections between places and regions. D.5
	3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States. D.3
	4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States. D.4

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	1. **Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.** E.1
	6. **Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.** D.6
	2. **Identify examples of buyers and sellers in product, labor, and financial markets.** E.2
	2. **Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.** D.2
	6. **Explain how government policies affected the economies in colonial and early United States history** E.6
Civic Participation E.7	5. **Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.** E.5
	4. **Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.** E.4
	3. **Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices.** E.3
	7. **Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.** F.7
	5. **Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.** F.5
	4. **Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.** F.4
	6. **Identify situations in which social actions are required and determine an appropriate course of action.** F.6
	1. **Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.** F.1

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2. **Participate in activities that focus on a classroom, school, community, state, or national issue or problem.** F.2

3. **Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.** F.3

8. **Identify how social and political responsibilities developed in American society.** F.8

9. **Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.** F.9

History of the United States and New York State I

Key Idea **Native Americans: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.** 7.1

Conceptual Understanding Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures. 7.1.A

i. Students will examine theories of human settlement of the Americas. 7.1.A.I

ii. Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development. 7.1.A.II

iii. Students will examine various groups of Native Americans located within what became New York State and the influence geographic factors had on their development. 7.1.A.III

Key Idea **Colonial Developments: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.** 7.2

Conceptual Understanding Social, economic, and scientific improvements helped European nations launch an Age of Exploration. 7.2.A

i. Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection. 7.2.A.I

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ii. Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano. 7.2.A.II

Conceptual Understanding Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership. 7.2.B

i. Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee. 7.2.B.I

ii. Students will investigate other Native American societies found in their locality and their interactions with European groups. 7.2.B.II

iii. Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans. 7.2.B.III

Conceptual Understanding European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies. 7.2.C

i. Students will investigate the reasons for colonization and the role of geography in the development of each colonial region. 7.2.C.I

ii. Students will examine the economic, social, and political characteristics of each colonial region. 7.2.C.II

Conceptual Understanding In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting. 7.2.D

i. Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system. 7.2.D.I

ii. Students will examine the changing status and role of African Americans under the Dutch and English colonial systems. 7.2.D.II

iii. Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans. 7.2.D.III

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Conceptual Understanding Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions. 7.2.E

i. Students will describe the conditions of the Middle Passage. 7.2.E.I

ii. Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State. 7.2.E.II

iii. Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State. 7.2.E.III

iv. Within the context of New York State history, students will distinguish between indentured servitude and slavery. 7.2.E.IV

Key Idea **American Independence: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.** 7.3

Conceptual Understanding Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain. 7.3.A

i. Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York. 7.3.A.I

ii. Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers. 7.3.A.II

iii. Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect. 7.3.A.III

iv. Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America. 7.3.A.IV

Conceptual Understanding Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent. 7.3.B

i. Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification. 7.3.B.I

ii. Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions. 7.3.B.II

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iii. Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence. 7.3.B.III

iv. Students will compare the proportions of loyalists and patriots in different regions of the New York colony. 7.3.B.IV

v. Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War. 7.3.B.V

Conceptual Understanding Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence. 7.3.C

i. Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine's Common Sense had on colonial leaders in their debates on independence. 7.3.C.I

ii. Students will examine the Declaration of Independence and the arguments for independence stated within it. 7.3.C.II

Conceptual Understanding The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace. 7.3.D

i. Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution. 7.3.D.I

ii. Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution. 7.3.D.II

iii. Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map. 7.3.D.III

Key Idea **Historical Development Of The Constitution: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.** 7.4

Conceptual Understanding Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty. 7.4.A

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Conceptual Understanding The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government. 7.4.B

i. Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles. 7.4.B.I

ii. Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution. 7.4.B.II

Conceptual Understanding Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution. 7.4.C

i. Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals. 7.4.C.I

ii. Students will examine how key issues were resolved during the Constitutional Convention, including: state representation in Congress (Great Compromise or bicameral legislature), the balance of power between the federal and state governments (establishment of the system of federalism), the prevention of parts of government becoming too powerful (the establishment of the three branches), and the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise) 7.4.C.II

iii. Students will examine the role of New York State residents Alexander Hamilton and John Jay as leading advocates for the new Constitution. 7.4.C.III

Key Idea **The Constitution In Practice: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.** 7.5

Conceptual Understanding The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments. 7.5.A

i. Students will identify powers granted to the federal government and examine the language used to grant powers to the states. 7.5.A.I

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Conceptual Understanding The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights. 7.5.B

i. Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution. 7.5.B.I

ii. Students will examine how checks and balances work by tracing how a bill becomes a law. 7.5.B.II

iii. Students will identify the individual rights of citizens that are protected by the Bill of Rights. 7.5.B.III

Conceptual Understanding While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic. 7.5.C

i. Students will examine the process for amending the constitution. 7.5.C.I

ii. Students will examine the evolution of the unwritten constitution, such as Washington's creation of the presidential cabinet and the development of political parties. 7.5.C.II

iii. Students will examine the changes to the New York State Constitution and how they were made during the 19th century. 7.5.C.III

Conceptual Understanding Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference. 7.5.D

i. Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution. 7.5.D.I

ii. Students will examine the Monroe Doctrine and its effects on foreign policy. 7.5.D.II

Key Idea **Westward Expansion: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.** 7.6

Conceptual Understanding Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move. 7.6.A

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Conceptual Understanding Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement. 7.6.B

i. Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States. 7.6.B.I

Conceptual Understanding Westward expansion provided opportunities for some groups while harming others. 7.6.C

i. Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward. 7.6.C.I

ii. Students will examine the growth of suffrage for white men during Andrew Jackson's administration. 7.6.C.II

iii. Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture. 7.6.C.III

iv. Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts. 7.6.C.IV

v. Students will examine the ways westward movement affected the lives of women and African Americans. 7.6.C.V

vi. Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities. 7.6.C.VI

Key Idea **Reform Movements: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.** 7.7

Conceptual Understanding The Second Great Awakening, which had a strong showing in New York State, inspired reform movements. 7.7.A

i. Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform. 7.7.A.I

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Conceptual Understanding Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery. 7.7.B

i. Students will examine ways in which enslaved Africans organized and resisted their conditions. 7.7.B.I

ii. Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery. 7.7.B.II

iii. Students will examine the effects of Uncle Tom's Cabin on the public perception of slavery. 7.7.B.III

iv. Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations. 7.7.B.IV

v. Students will examine the seizure of the ship, La Amistad, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in United States v. The Amistad (1841). 7.7.B.V

Conceptual Understanding Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality. 7.7.C

i. Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony. 7.7.C.I

ii. Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments. 7.7.C.II

Conceptual Understanding The Anti-Rent movement in New York State was an attempt by tenant farmers to protest the landownership system. 7.7.D

i. Students will trace the Anti-Rent movement in New York State. 7.7.D.I

Key Idea **A Nation Divided: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.** 7.8

Conceptual Understanding Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government. 7.8.A

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i. Students will examine regional economic differences as they related to industrialization. 7.8.A.I

Conceptual Understanding As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure. 7.8.B

i. Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act. 7.8.B.I

ii. Students will examine growing sectional tensions, including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party. 7.8.B.II

Conceptual Understanding Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states. 7.8.C

i. Students will examine both long- and short-term causes of the Civil War. 7.8.C.I

ii. Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union. 7.8.C.II

iii. Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft. 7.8.C.III

Conceptual Understanding The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography. 7.8.D

i. Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War. 7.8.D.I

ii. Students will examine the goals and content of Lincoln's Emancipation Proclamation. 7.8.D.II

iii. Students will examine how the use of various technologies affected the conduct and outcome of the Civil War. 7.8.D.III

iv. Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War. 7.8.D.IV

v. Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam. 7.8.D.V

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Conceptual Understanding The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States. 7.8.E

i. Students will examine the roles of women, civilians, and free African Americans during the Civil War. 7.8.E.I

ii. Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia. 7.8.E.II

iii. Students will explain how events of the Civil War led to the establishment of federal supremacy. 7.8.E.III