



## **Seventh Grade**

### ***Social Studies Standards for the Archdiocese of Detroit***

#### **Foundations in United States History and Geography ERAs 1-5**

##### **ERA 1 – Beginnings to 1620**

<b>E1.1</b>	<b>American Indian Life in the Americas</b>
	<i>Describe the life of peoples living in North America before European exploration.</i>
7 – E1.1.1	Locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland) using maps.
7 – E1.1.2	Compare how Native Americans in the desert Southwest and the Pacific Northwest adapted to or modified the environment.
7 – E1.1.3	Describe Eastern Woodland Native American life with respect to governmental and family structures, trade, and views on property ownership and land use.
<b>E1.2</b>	<b>European Exploration</b>
	<i>Identify the causes and consequences of European exploration and colonization.</i>
7 – E1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.
7 – E1.2.2	Identify the Political and economic objectives of countries and the resulting tensions that exploration caused.
7 – E1.2.3	Compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious) using case studies of individual explorers and stories of life in Europe.
<b>E1.3</b>	<b>African Life Before the 16th Century</b>
	<i>Describe the lives of peoples living in western Africa prior to the 16th century.</i>
7 – E1.3.1	Locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and south Africa) using maps.
7 – E1.3.2	Describe the life and cultural development of people living in western Africa before the 16 <sup>th</sup> century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.
<b>E1.4</b>	<b>Three World Interactions</b>
	<i>Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</i>
7 – E1.4.1	Describe the convergence of Europeans, Native Americans and Africans in North America after 1492 from the perspective of these three groups.
7 – E1.4.2	Compare Europeans and Native Americans who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land using primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data).
7 – E1.4.3	Explain the impact of European contact on Native American cultures by comparing the different approaches used by the British and French in their interactions with American Indians.
7 – E1.4.4	Analyze the impact of European religious practices on Native Americans (e.g., Spanish, French, British)
7 – E1.4.5	Describe the Columbian Exchange and its impact on Europeans, Native Americans, and Africans.
<b>ERA 2 – Colonization and Settlement (1585-1763)</b>	
<b>E2.1</b>	<b>European Struggle for Control of North America</b>

	<i>Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</i>
7 – E2.1.1	Describe significant developments in the Southern colonies, including: <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• establishment of Jamestown</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)</li> <li>• relationships with American Indians (e.g., Powhatan)</li> <li>• development of colonial representative assemblies (House of Burgesses)</li> <li>• development of slavery</li> </ul>
7 – E2.1.2	Describe significant developments in the New England colonies, including: <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• relations with Native Americans (e.g., Pequot/King Phillip’s War)</li> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies</li> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (National Geography Standard 13, p. 169)</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul>
7 – E2.1.3	Describe significant developments in the Middle Colonies, including: <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement</li> <li>• the growth of Middle Colonies economies (e.g., breadbasket)</li> <li>• the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies</li> <li>• immigration patterns leading to ethnic diversity in the Middle Colonies</li> </ul>
7 – E2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.
<b>E2.2</b>	<b>European Slave Trade and Slavery in Colonial America</b>
	<i>Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</i>
7 – E2.2.1	Describe Triangular Trade including: <ul style="list-style-type: none"> <li>• the trade routes</li> <li>• the people and goods that were traded</li> <li>• the Middle Passage</li> <li>• its impact on life in Africa</li> </ul>
7 – E2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies.
7 – E2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.
<b>E2.3</b>	<b>Life in Colonial America</b>
	<i>Distinguish among and explain the reasons for regional differences in colonial America.</i>
7 – E2.3.1	Locate the New England, Middle, and Southern colonies on a map.

7 – E2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies.
7 – E2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Native Americans).
7 – E2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).
7 – E2.3.5	Make generalizations about the reasons for regional differences in colonial America.
<b>ERA 3 Revolution and the New Nation (1754 - 1800)</b>	
<b>E3.1</b>	<b>Causes of the American Revolution</b>
	<i>Identify the major political, economic, and ideological reasons for the American Revolution.</i>
7 – E3.1.1	Describe the role of the French and Indian War, the change in British policy toward the colonies in America from 1763 to 1775, and the colonial dissatisfaction with the new policy.
7 – E3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
7 – E3.1.3	Explain how British and colonial views on authority and the use of power without authority differed (views on representative government) by using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures).
7 – E3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).
7 – E3.1.5	Explain the reasons why the colonists wanted to separate from Great Britain and why they believed they had the right to do so using the Declaration of Independence.
7 – E3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
7 – E3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.
7 – E3.1.8	Identify a problem confronting people in the colonies, provide alternative choices for addressing the problem with possible consequences, and describe the course of action taken.
<b>E3.2</b>	<b>The American Revolution and Its Consequences</b>
	<i>Explain the multi-faceted nature of the American Revolution and its consequences.</i>
7 – E3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.
7 – E3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
7 – E3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
7 – E3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).
<b>E3.3</b>	<b>Creating New Government(s) and a New Constitution</b>
	<i>Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</i>
7 – E3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation.
7 – E3.3.2	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).

7 – E3.3.3	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of a national army, competing currencies, reliance on state governments for money).
7 – E3.3.4	Explain why the Constitutional Convention was convened and why the Constitution was written.
7 – E3.3.5	Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
7 – E3.3.6	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, and the Electoral College.
7 – E3.3.7	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).
7 – E3.3.8	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).
7 – E3.3.9	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists describing how the states ratified the Constitution.
7 – E3.3.10	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).
7 – E3.3.11	Describe the concerns that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.
7 – E3.3.12	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.
7 – E3.3.13	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.
7 – E3.3.14	Describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers).
<b>ERA 4 – Expansion and Reform (1792-1861)</b>	
<b>E4.1</b>	<b>Challenges to an Emerging Nation</b>
	<i>Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</i>
7 – E4.1.1	Analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice by using Washington’s Farewell Address.
7 – E4.1.2	Explain the changes in America’s relationships with other nations by analyzing treaties with Native American nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, (1819), and the Monroe Doctrine.
7 – E4.1.3	Explain how political parties emerged from competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over: <ul style="list-style-type: none"> <li>• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., the Jacksonian era)</li> <li>• foreign relations (e.g., French Revolution, relations with Great Britain)</li> <li>• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)</li> </ul>
7 – E4.1.4	Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden).
<b>E4.2</b>	<b>Regional and Economic Growth</b>

	<i>Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.</i>
7 – E4.2.1	Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of: <ul style="list-style-type: none"> <li>• agriculture, including changes in productivity, technology, supply and demand, and price</li> <li>• industry, including entrepreneurial development of new industries, such as textiles</li> <li>• the labor force including labor incentives and changes in labor forces</li> <li>• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices</li> <li>• immigration and the growth of nativism</li> <li>• race, class, and religious relations</li> </ul>
7 – E4.2.2	Explain the ideology of the institution of slavery, its policies, and consequences.
7 – E4.2.3	Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of Native Americans (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
7 – E4.2.4	Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Native Americans, the institution of slavery, and the relations between free and slaveholding states.
<b>E4.3</b>	<b>Reform Movements</b>
	<i>Analyze the growth of antebellum American reform movements.</i>
7 – E4.3.1	Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.
7 – E4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.
7 – E4.3.3	Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.
7 – E4.3.4	Analyze the goals and effects of the antebellum temperance movement.
7 – E4.3.5	Evaluate the role of religion in shaping antebellum reform movements.
<b>ERA 5 – Civil War and Reconstruction (1850-1877)</b>	
<b>E5.1</b>	<b>The Coming of the Civil War</b>
	<i>Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</i>
7 – E5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.
7 – E5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).
7 – E5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).
7 – E5.1.4	Describe how the following increased sectional tensions: <ul style="list-style-type: none"> <li>• the Missouri Compromise (1820)</li> <li>• the Wilmot Proviso (1846)</li> <li>• the Compromise of 1850 including the Fugitive Slave Act</li> <li>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>• the Dred Scott v. Sandford decision (1857)</li> <li>• changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</li> </ul>

7 – E5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War.
7 – E5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help to explain the Civil War.
<i>*Note- Era 5.1 will be reviewed again in the eighth grade content standards.</i>	
<b>Public Discourse, Decision Making, and Citizen Involvement</b>	
<b>P1.1</b>	<b>Identifying and Analyzing Public Issues</b>
	<i>Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
7 – P1.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
7 – P1.1.2	Analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions using graphic data and other sources.
7 – P1.1.3	Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.
<b>P2.1</b>	<b>Persuasive Communication About a Public Issue</b>
	<i>Communicate a reasoned position on a public issue.</i>
7 – P2.1.1	Express a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument by composing a short essay.
<b>P3.1</b>	<b>Citizen Involvement</b>
	<i>Act constructively to further the public good.</i>
7 – P3.1.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
7 – P3.1.2	Participate in projects to help or inform others.