

**Grade 7**  
**Theme: Expansion Through Reconstruction**  
**(1800-1877)**

**Purpose: Students will trace the development of American politics, society, culture, technology, and economy and relate them to the emergence of major regional differences.**

**Expansionism**

**History** :A2, A3, B1, B2, C5

**S.S.7.1** Students' will investigate United States territorial expansion between 1801 and 1861, and how it affected relations with international powers and Native Americans.

- SS 7.1.1 Analyze Napoleon's reasons for selling Louisiana to the United States and the explorations that followed (e.g., Lewis and Clark, Zebulon Pike).
- SS 7.1.2 Explain President Madison's reasons for declaring war in 1812 and events that led to a final peace.
- SS 7.1.3 Analyze the impact of removal and resettlement on Native Americans.
- SS 7.1.4 Explain the causes of the Texas War for Independence and the Mexican-American War.

**Jacksonian Democracy**

**History: A1, A2, A4, B1, B4**

**Civics: A1, A4, B1, B4, C1**

SS 7.1 *Students' will understand the extension, restriction, and reorganization of political democracy after 1800.*

- SS 7.2.1 Investigate the increasing popular participation in state and national politics to the evolving democratic ideal that adult white males were entitled to political participation.
- SS 7.2.2 Evaluate the importance of state and local issues, the rise of interest-group politics, and the style of campaigning in increasing voter participation.

**Early Industrial Revolution**

**History: A1, A2, A3, B1, B2, C5**

**Economics: B3, B4, B5**

**SS 7.3** Students' will understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

- S.S.7.3.1 Analyze the influence of industrialization and technological developments on the region, and explain how they transformed the economy, improved transportation, created international markets, and affected the environment.
- S.S.7.3.2 Analyze the factory system and assess its impact on the rise of the labor movement

- S.S.7.3.3 Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans.

### **Reform Movements**

History: **A1, A2, A3, B1, B2, B5**

- SS 7.4** Students' will analyze the sources and character of cultural, religious, and social reform movements in the 1800s.
- SS 7.4.1 Explain how the Second Great Awakening affected issues such as public education, temperance, women's suffrage, and abolition.
- SS 7.4.2 Examine how literary and artistic movements fostered a distinct American identity.
- SS 7.4.3 Analyze the goals of the 1848 Seneca Falls "Declaration of Sentiments" and evaluate its impact.

### **Sectionalism and Coming Civil War**

**History: A1, A2, A3, B1, B2, C1, C2, C5**

**Economics: B1, C2**

**Geography: A3, B2, B4**

*SS 7.5 Students will analyze the causes of the Civil War.*

- SS 7.5.1 Identify and explain the economic, social, and cultural differences between the North and the South
- SS 7.5.2 Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectionalism.
- SS 7.5.2 Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict.
- SS 7.5.3 Chart the secession of the southern states and explain the process and reasons for secession.

### **Civil War**

**History: A1, A2, B1, B2, C5**

- SS 7.6* Students' will analyze the course and character of the Civil War and its effects on the American people.
- SS 7.6.1 Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the advantages of each side.
- SS 7.6.2 Identify the turning points of the war, and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict.
- SS 7.6.3 Analyze the purpose, meaning, and significance of the Emancipation Proclamation and the Gettysburg Address.
- SS 7.6.4 Compare women's home front and battlefield roles in the Union and the Confederacy.

- SS 7.6.5 Examine the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Joshua Chamberlain) and soldiers on both sides of the war, including those of the local area, and black soldiers and regiments.

### **Reconstruction**

**History: A1, A2, B1, B2, C5**

**Civics: C1, C2, C3**

SS 7.7 Students will understand how various reconstruction plans succeeded or failed.

- SS 7.7.1 Compare the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders.
- SS 7.7.2 Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each.
- SS 7.7.3 Analyze the effects of the Freedman's Bureau, the restrictions on the rights and opportunities of freedman, including racial segregation, "Jim Crow" laws and the rise of the Ku Klux Klan.