

SEVENTH GRADE SOCIAL STUDIES 1877 TO PRESENT

Introduction

Students in the seventh grade will examine American history since 1877. The primary focus for the social studies program will be the history of the United States from the end of the Reconstruction era to the present. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history.

History

1. The student will analyze the impact of the Industrial Revolution on American society and the growth of new cities.

- a. Describe the impact of modern technology, new inventions, improved industrial production methods, and advances in transportation and communication on American society.
- b. Investigate the rise of big business and the growth of industry. Discuss entrepreneurs, industrialists, and bankers (e.g. Andrew Carnegie, John D. Rockefeller).
- c. Explain how business leaders attempted to limit competition and maximize profits. Identify types of business organizations that affected the economy.
- d. Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy.
- e. Discuss child labor, working conditions, and laissez-faire policies toward big business. Examine the labor movement, its demand for collective bargaining, and its strikes and protests over labor conditions.
- f. Describe life on American farms. Analyze the internal migration from farm city.
- g. Explain the daily life of women on the western frontier. Explain how their experiences differed from those of women in the East and Midwest.

2. The student will identify ways in which reform movements have shaped American society.

- a. Examine racial segregation, the rise of "Jim Crow" laws, and other constraints faced by African Americans in the post-reconstruction South.
- b. Identify various reform movements (e.g. abolition, temperance, suffrage, organized labor, social justice). Recognize that reform movements resulted in government policies affecting child labor, working conditions, trade, monopolies, taxation, and the money supply.

3. The student will describe the social and cultural ideas and events of the 1920s and 1930s.

- a. Discuss how immigrants of the late 19th century differed from those of the early 19th century (e.g. numbers, motives, and origins, ethnic and religious backgrounds). Describe the attitudes towards immigrants.
- b. Describe the roaring 20's (e.g. flappers, Prohibition, Jazz Age).

4. The student will describe the changing role of the United States in world affairs through World War One.

- a. Explain the reasons for and the results of the Spanish-American war (e.g. economic and geographic factors, impact of the press on public opinion, role of U.S. in Cuba after the war, the war's effects on U.S. involvement in international relations).

- b. Identify the causes, events, and effects of America's participation in World War I (e.g. the system of alliances through which European nations sought to protect their interests, Wilson's leadership during the period of neutrality and his reasons for U.S. intervention in World War I, the establishment of A League of Nations).
- c. Examine key events of World War I (e.g. Treaty of Versailles, trench warfare, Gallipoli).

5. The student will identify the causes of the Great Depression.

- a. Examine changes in business cycles and weaknesses in key sectors of the economy.
- b. Identify the factors that contributed to the fluctuation of the stock market and the causes and consequences of the market crash of 1929.
- c. Describe the Dust Bowl.
- d. Analyze the role of the New Deal in American society (e.g. relief, recovery and reform measures associated with the first and second New Deals, social security, and growth of unions).
- e. Assess the impact of the expanded role of government in the economy since the 1930's.

6. The student will analyze and explain the major causes, events, and effects of World War II.

- a. Relate the rise of totalitarian regimes in Germany, Italy, and Japan to the rise of fascism, Nazism, and communism in the 1930's and 1940's.
- b. Identify the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.
- c. Describe the major events and turning points of the war in Europe and the Pacific.
- d. Discuss the violations of human rights during World War II (e.g. Nazi genocide).
- e. Discuss the United States decision to use nuclear weapons and its impact on the world, industrial, and military developments (e.g. United Nations, Manhattan Project, and Hiroshima).
- f. Identify the major personalities of the war (e.g. Churchill, Hitler, Mussolini, McArthur, Eisenhower, Roosevelt, Truman, and Stalin).
- g. Describe the impact of World War II on the home front (e.g. rationing, effects of gender roles and the American family, impact on U.S. culture and technology).

7. The student will demonstrate knowledge of the economic, social, and political transformation of the United States after World War II.

- a. Examine the reshaping of the United States' role in world affairs, and the major political changes in Eastern Europe, China, Southeast Asia, and Africa, following the war.
- b. Discuss the impact of domestic policies (e.g. Fair Deal, desegregation, civil rights).
- c. Recognize the economic and social effects of the demobilization of the armed forces following 1945. Explain the impact of economic reconversion of military industries.
- d. Examine the effects of the G.I. Bill.
- e. Explain the growth of the white-collar sector of the workforce and the expansion of the suburbs.
- f. Investigate the changing gender roles during the 1950's and 1960's.

8. The student will understand significant foreign policy events from 1945 - 1966.

- a. Analyze the implementation of the containment policy during the Cold War. Identify the origins of the Cold War and its foreign and domestic consequences.
- b. Explain the rationale for the Marshall Plan.
- c. Describe the events surrounding the division of Germany. Explain the establishment of the Berlin Wall (Iron Curtain).
- d. Explain the proliferation of nuclear weapons and the arms race.

- e. Recognize the circumstances leading to the United Nations sponsored police action in Korea. Describe the U.S. role in that event.
- f. Discuss the events and actions leading to the establishment of the North Atlantic Treaty Organization.
- g. Examine the impact of McCarthyism and the fear of communism in the United States.
- h. Interpret the events and circumstances leading to the Cuban Missile Crisis. Explain the actions taken by the Kennedy Administration to defuse the crisis.
- i. Analyze the U.S. role in Vietnam. Describe the major political and military events of the war and the reasons for the U.S. withdrawal.

9. The student will develop an understanding of the Civil Rights Movement.

- a. Investigate the origins of the Civil Rights Movement and the significance of the major events between 1954 – 1965.
- b. Define de jure and de facto segregation. Explain the concept of integration.
- c. Discuss the role of various groups to advance the civil and equal rights causes (e.g. Native Americans, Asians, Mexicans, women, Catholics).
- d. Describe the congressional and Presidential policies formulated to address the grievances of the Civil Rights movement. Explain the role of the Supreme Court in the development of civil and equal rights.

10. The student will understand significant foreign policy events of the 1970's and 1980's.

- a. Describe the foreign policy accomplishments of the Nixon Administration (e.g. détente, involvement in the Middle East, U.S. relationship with the People's Republic of China).
- b. Discuss the foreign policy events of the Carter Administration (e.g. Strategic Arms Limitations Talks, Camp David Accords, Afghanistan War, and Iranian Hostage Crisis).
- c. Analyze reasons for the renewed Cold War tensions of the early and mid-1980's resulting in the U.S. military buildup and significant events leading to the improvement of relations with the Soviet Union.

11. The student will develop an understanding of the social and political events of 1970's – 1990's.

- a. Determine the events leading to Watergate and the impact of the Watergate political crisis on the presidency and the federal government.
- b. Recognize the significant political domestic events of Reagan's presidency (e.g. 1981 – 1982 Recession, anti-drug campaign, Iran Contra Affair).
- c. Examine labor issues including the anti-labor movement of the 1980's and the resurgence of the labor movement of the 1990's.
- d. Describe the impact and advances of the technological revolution of the 1980's and 1990's.
- e. Explain the environmental movement of the 1990's.
- f. Discuss the significant political events of the Clinton Administration and the economic boom of the 1990's.

12. The student will understand significant foreign policy events during the Bush and Clinton Administrations.

- a. Discuss the causes and actions by Iraq, the U.S. and the U.N. leading up to the Gulf War.
- b. Analyze the key events of the Gulf War and the policies following the conflict.
- c. Explain the U.S. role in the Middle East Peace Process.
- d. Describe the new relationships established with the Commonwealth of Independent States and Russia.

- e. Discuss the development and significance of China policy.

Geography

1. The student will explain relationships between geography and the historical development of the U.S.

- a. Interpret maps, charts, and tables illustrating patterns of migration and the growth of cities from 1850 to the present.
- b. Identify land changes caused by westward expansion, inventions, and sources of transportation and communication.
- c. Locate on a United States map major physical features, bodies of water, exploration and trade routes, and the states that entered the union up to 1877.

2. The student will trace the involvement of the U.S. in world affairs with maps and charts.

- a. Locate the countries involved in World War I, World War II, and the Vietnam War.
- b. Compare and contrast boundaries of Russia and newly formed countries.
- c. Locate Israel and the Palestine and Arab countries.
- d. Locate selected countries on the African and Asian continent and the Pacific Rim that have diplomatic relations with the U.S.

3. The student will develop map skills through the use of maps, globes, charts, and other geographic tools.

- a. Apply the concepts of scale, distance, direction, relative location, latitude, and longitude.
- b. Define, recognize, and locate on appropriate maps and globes basic landforms and bodies of water, and major cities, rivers, mountain ranges, regions, biomes, and countries of the world.
- c. Use various types of special purpose maps, charts, and diagrams.

Civics

1. The student will evaluate how the principles and structures in the United States Constitution have changed through constitutional amendment, judicial interpretation, and governmental practice since 1850.

- a. Examine the social reforms of the nineteenth and twentieth centuries (e.g. labor movements, women's suffrage, civil rights).
- b. Examine all the constitutional amendments (including the Bill of Rights), the conflicts or situations they addressed, and the reasons for their adoptions.
- c. Analyze landmark Supreme Court decisions and executive orders which have addressed basic freedoms (e.g. religion, speech, press, search and seizure, trial by jury, and protection against cruel and unusual punishments) due process, equal protection of the law, and government powers).
- d. Explore some of the ethical decisions made to insure "liberty and justice for all".

2. The student will describe the general configuration of the U.S. political system, including government structures and elected and appointed leaders.

- a. Explain the structure of the U.S. government, including the two-party system, election process, interest groups, voting, privileges and responsibility.

- b. Describe the process of making, amending, and removing laws.
- c. Analyze the shared powers and responsibilities of the executive, legislative, and judicial branches of the United States and Oklahoma state government and how the system of checks and balances limits those powers.

3. The student will discuss the rights and responsibilities of citizenship.

- a. Explain a citizen's ethical obligation to oppose discrimination against individuals and groups.
- b. Discuss citizens' ethical responsibility to oppose violence.

Economics

1. The student will explore the economic issues resulting from the Industrial Revolution.

- a. Describe how the development of transportation, communication, and the rise of technology influenced economic growth in the U.S.A.
- b. Discuss American urbanization.
- c. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
- d. Identify entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g. Andrew Carnegie, John D. Rockefeller).
- e. Examine the role of manufacturing in economic improvement.
- f. Identify the relationship between employee and employer. Define labor union, minimum wage, and strike.

2. The student will recognize the interrelatedness of economics and political systems.

- a. Explain the characteristics of the basic types of economic systems. Compare and contrast capitalism, socialism, and communism.
- b. Identify products, which come from other nations. Describe factors, which could interrupt the distribution of these products.
- c. Discuss the major trading partners of the U.S. Identify products traded.

3. The student will describe the causes and effects of the 1929 Stock Market Crash and the Great Depression.

4. The student will analyze government and financial institutions.

- a. Explain government regulation.
- b. Identify and analyze the roles of local, state, and federal governments in the American economy.
- c. Explain the purposes of taxation. Distinguish between the different types of taxes (e.g. sales, state, income, and customs).
- d. Analyze the effects of inflation on the economy.
- e. Analyze the effects of unemployment on the economy.
- f. Identify the functions of the Internal Revenue Service, the U.S. Customs Agency, and the National Bank.