

## Course/Grade Level: Seventh Grade Social Studies Curriculum

Semester 1: World Geography

Semester 2: Kansas History

Focus: Students will apply a working knowledge and understanding of regions of the world in order to analyze the interactions that occur in the history of Kansas, the United States, and in our world.

*Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.*

### SS.7.1 Students will use a working knowledge and understanding of governmental systems of Kansas and the United States Constitution. Students will...

SS.7.1.1 ▲ compare how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, diversion). (C7B112)

Instructional Examples:

- mock trial – [www.landmarkcases.org](http://www.landmarkcases.org), County Cases
- Use a Venn diagram to compare juvenile & adult due process.

SS.7.1.2 ▲ define the *rights* guaranteed, granted, and protected by the *Kansas Constitution* and its amendments. (C7B211)

Instructional Example: Use a Venn diagram to compare Kansas & U.S. Constitutions (Bill of Rights).

SS.7.1.3 ▲ identify the goods and services provided by local government in the community (e.g., education, health agency, fire department, police, care for local community, property, park and recreation). (C7B513)

Instructional Example: Invite speakers from local units of government.

#### **Embedded Concepts:**

local laws

jury trials

open/public records

sealed records

14<sup>th</sup> Amendment

Kansas & United States Constitution (Bill of Rights)

Wyandotte Constitution

federal government compared to local government

**SS.7.2 Students will use a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions in our world.**

Students will...

SS.7.2.1 ▲ identify the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government). (G7B2I4)

Instructional Example: Use Atlas to have students find five mountain ranges within the US/World; 5 coastal areas, etc.

SS.7.2.2 ▲ identify the geographic factors that influence world trade and interdependence (e.g., location advantage, resource distribution, labor cost, technology, trade networks and organizations). (G7B4I3)

Instructional Example: Follow current events on international trade and determine why commerce partnerships are profitable or agreeable to nations.

SS.7.2.3 ▲ identify ways in which technologies have modified the physical environment of various world cultures (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow). (G7B5I1)

Instructional Examples:

- Study the modern day use of the Yangtze River.
- Use primary/secondary source historical maps to see changes within a region.

**Embedded Concepts:**

landforms  
temperature and weather patterns  
cultural names of regions  
urban vs. rural  
U.S. historical events: wars  
exporter/importer (Kansas)  
NAFTA  
sweatshops  
common good  
efficiency  
technology past/present  
weather patterns

**SS.7.3 Students will use a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**  
Students will...

SS.7.3.1 ▲ describe examples of factors that might influence *international trade* (e.g., United States *economic sanctions*, weather, *exchange rates*, war, boycotts, *embargos*). (E7B311)

Instructional Examples:

- John Stossel's DVD, "Is American #1?"
- Research where Kansas's commodities go.

SS.7.3.2 ▲ compare the *benefits* and *costs* of *spending*, *saving*, or *borrowing* decisions based on information about products and *services*. (E7B511)

Instructional Example: Discuss various scenarios of decision making with students.

**Embedded Concepts:**

tariffs

free trade agreements

NAFTA

current world conflicts

opportunity Cost

trade-off

scarcity

comparison shopping

**SS.7.4 Students will comprehend individuals, ideas, events, and developments during the period before settlement through the period of expansion and development in Kansas (Pre-territorial-1870s).**  
Students will...

SS.7.4.1 ▲ analyze the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas (e.g., loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict). (H7B114)

Instructional Examples:

- Use video clips from documentaries.
- Analyze primary sources to make inferences.
- Experimental exercises from the Kansas Journey Textbook.

SS.7.4.2 ▲ describe how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists). (H7B212)

Instructional Examples:

- Discuss cause and effect with students—Kansas-Nebraska Act & Bleeding Kansas.
- Field trips to historical places related to indicator: Lawrence, KS, LeCompton, KS, and Topeka, KS.

SS.7.4.3 ▲ describe the reasons for tension between the American Indians and the United States government over land in Kansas (e.g., encroachment on Indian lands, depletion of the buffalo and other natural resources, the Sand Creek massacre, broken promises). (H7B311)

Instructional Example: Use maps to identify relocation of tribal people; trails, railroad lines.

SS.7.4.4 ▲ describe the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin “Pap” Singleton). (H7B315)

Instructional Example: Socratic seminar over Exoduster chapter from The Kansas Journey.

**Embedded Concepts:**

land allocation to tribes  
white settlers impact on indigenous tribes  
treaties  
Trail of Tears  
Andrew “Sharp Knife” Jackson  
Kansas-Nebraska Act  
popular sovereignty  
Stephan Douglas  
Missouri Compromise  
Homestead Act  
railroads  
Indian Wars  
European immigration  
westward expansion

**SS.7.5 Students will comprehend individuals, groups, ideas, events, and developments during the period of reform in Kansas through contemporary Kansas (1880s-1950s). The student will also engage in historical thinking skills.**

Students will...

SS.7.5.1 ▲ describe the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, *government* corruption, high debts and low prices for farmers). (H7B4I2)

Instructional Examples:

- Frank Baum's Wizard of OZ allegory
- "What's the Matter with Kansas" article by William Allen White (1896)

SS.7.5.2 ▲ compare agricultural practices before and after the dust storms of the 1930's (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch). (H7B5I1)

Instructional Examples:

- Read primary source from those living in Kansas during the time of the Dust Bowl.
- Show "Little Rascals" without sound to discuss financial difficulty during time period.

SS.7.5.3 ▲ examine different types of *primary sources* in Kansas's history and analyze them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, *government* documents). (H7B7I2)

Instructional Example: Discuss main ideas found in primary source materials and make a connection to events that are occurring today. Are these perspectives still relevant?

**Embedded Concepts:**

Gilded Age

Progressivism

William Allen White

William Jennings Bryan

Fred Harvey

Cyrus Holliday

soil conservation

drought

Great Depression

relief programs

declining population

research skills

analysis skills – credibility; bias

literary terms – purpose, point of view

historical thinking skills