

## Grade 7 Resource List (2016)

**Purpose:** This document provides possible resources and lesson plans for implementing Minnesota’s 2011 standards and benchmarks. This is the companion document to the Grade 7 Curriculum Guide (also available on the CSSE [website](http://www.mncsse.org), mncsse.org).

<b>General Resources for Grade 7 social studies:</b>	
Civics:	<a href="http://www.teachingcivics.org/">http://www.teachingcivics.org/</a> - Learning, Law & Democracy Foundation (Minnesota)
	<a href="https://www.icivics.org/">https://www.icivics.org/</a> - resources and games for Civic education
	<a href="http://www.annenbergclassroom.org/">http://www.annenbergclassroom.org/</a> - resources for excellent civics education
Economics:	<a href="http://www.mcee.umn.edu/">http://www.mcee.umn.edu/</a> - MN Council for Economics Education (MCEE)
	<a href="http://www.econedlink.org/">http://www.econedlink.org/</a> - lesson plans and resources for teaching economics
	<a href="http://www.econed.org/teacher-resources/">http://www.econed.org/teacher-resources/</a> -resources and lesson plans
	<a href="http://www.stlouisfed.org/education_resources/middle-school/lessons">http://www.stlouisfed.org/education_resources/middle-school/lessons</a> -resources and lesson plans
Geography:	<a href="http://lt.umn.edu/mage/">http://lt.umn.edu/mage/</a> -MN Alliance for Geographic Education (MAGE)
	<a href="http://nationalgeographic.org/education/teaching-resources/">http://nationalgeographic.org/education/teaching-resources/</a> - National Geographic
	<a href="http://www.ourspatialbrains.com/">http://www.ourspatialbrains.com/</a> - resources for helping students think spatially
History:	<a href="https://mnche.wordpress.com/">https://mnche.wordpress.com/</a> -- Minnesota Council for History Education and <a href="#">Minnesota Historical Society</a>
	<a href="http://sheg.stanford.edu/rh">http://sheg.stanford.edu/rh</a> -- Reading Like a Historian (Stanford History Education Group)
	<a href="http://teachinghistory.org/">http://teachinghistory.org/</a> -- National History Education Clearinghouse
	<a href="http://www.loc.gov/teachers/classroommaterials/">http://www.loc.gov/teachers/classroommaterials/</a> -- Library of Congress
	<a href="http://docsteach.org/documents">http://docsteach.org/documents</a> -- National Archives Docs Teach
	<a href="http://edsitement.neh.gov/subject/history-social-studies">http://edsitement.neh.gov/subject/history-social-studies</a> -- National Endowment for the Humanities

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Benchmark	Resources <i>with annotation</i>	Lesson Plans
<p>7.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. For example: Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues-First Amendment in the school setting, mandatory voting.</p>	<p><b>Socratic Seminar Guides/Examples:</b>  <a href="#">Teaching Channel</a>  <a href="#">Facing History and Ourselves</a>  <a href="#">The Choices Program</a></p>	<p><b><a href="#">Stanford History Education Group's Reading Like a Historian</a></b>  <i>Several of the units include Structured Academic Controversies in which the students discuss a controversial question.</i></p> <p><b><a href="#">The Choices Program</a></b>            Several in-depth units on a variety of topics that culminate in discussion-based, deliberative activities.</p>
<p>7.1.2.3.1 Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time. For example: Equality, liberty, First Amendment rights, criminal rights, civil rights.</p>	<p><b>Teachingcivics.org</b>  <a href="http://teachingcivics.org/find-lessons-2/#filters=s-state-mn,s-standard-mn-1,middle-school">http://teachingcivics.org/find-lessons-2/#filters=s-state-mn,s-standard-mn-1,middle-school</a></p> <ul style="list-style-type: none"> <li>- Contains lesson plans and resources that can be searched by standard, grade level, teaching strategy, and topic</li> </ul> <p><b>Teachingcivics.org</b>  <a href="http://teachingcivics.org/lesson/in-the-light-of-reverence-freedom-of-religion-a-supreme-court-simulation/">http://teachingcivics.org/lesson/in-the-light-of-reverence-freedom-of-religion-a-supreme-court-simulation/</a></p> <ul style="list-style-type: none"> <li>- Contains a Supreme Court Simulation where students explore how freedom of religion has changed/been applied to Native American groups in the US</li> </ul>	<p><b>Teachingcivics.org</b>  <a href="http://teachingcivics.org/lesson/principles-of-democracy-posters/">http://teachingcivics.org/lesson/principles-of-democracy-posters/</a></p> <ul style="list-style-type: none"> <li>- Contains a lesson where kids identify the civic principles expressed in our nation's founding documents</li> </ul> <p><b>Edsitement.neh.gov</b>  <a href="https://edsitement.neh.gov/lesson-plan/preamble-constitution-close-reading-lesson">https://edsitement.neh.gov/lesson-plan/preamble-constitution-close-reading-lesson</a>            Preamble and close reading lesson</p>

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<p>7.1.3.5.1 Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political, and economic rights. For example: Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.</p>	<p><b>Teachingcivics.org</b>  <a href="http://teachingcivics.org/find-lessons-2/#filters=s-state-mn,s-standard-mn-1,middle-school">http://teachingcivics.org/find-lessons-2/#filters=s-state-mn,s-standard-mn-1,middle-school</a></p> <ul style="list-style-type: none"> <li>- Contains lesson plans and resources that can be searched by standard, grade level, teaching strategy, and topic</li> </ul>	<p>Streetlaw.org  <a href="http://landmarkcases.org/en/landmark/home">http://landmarkcases.org/en/landmark/home</a></p> <ul style="list-style-type: none"> <li>- Contains lesson plans and resources that are broken down by 1 day to 4 day lessons. Includes lesson plans and activities on 17 landmark Supreme Court Cases.</li> </ul>
<p>7.1.3.6.1 Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making.</p>	<p>Current Events:  <a href="https://www.flocabulary.com/">https://www.flocabulary.com/</a></p> <ul style="list-style-type: none"> <li>- Has 3 minute video rap done each Friday with subscription</li> </ul> <p><a href="http://www.cnn.com/studentnews">www.cnn.com/studentnews</a></p> <ul style="list-style-type: none"> <li>- Has 8-10 minute video news stories on what is trending each day</li> </ul> <p><a href="https://newsela.com">https://newsela.com</a></p> <ul style="list-style-type: none"> <li>- Has daily news stories which can be differentiated by lexile (1130-480 lexile).</li> </ul>	<p><a href="https://www.icivics.org/">https://www.icivics.org/</a></p> <ul style="list-style-type: none"> <li>- Interactive games and lessons for students to practice making decisions</li> </ul>
<p>7.1.3.6.2 Compare and contrast the rights and responsibilities of citizens, non- citizens and dual citizens. For example: Voting, paying taxes, owning property.</p>	<p><a href="#">Declaration of Sentiments 1848</a></p> <p><a href="#">Is it a Crime for a U.S. Citizen to Vote: Speech by Susan B. Anthony January 16th, 1873</a></p>	<p><a href="http://teachingcivics.org/lesson/voting-matters-to-me/">http://teachingcivics.org/lesson/voting-matters-to-me/</a></p> <ul style="list-style-type: none"> <li>- Includes a 3-4 day lesson plan on voting which includes a voting day simulation and teaches students about the groups who were not able to vote in different eras of our history (women, African Americans, etc...)</li> </ul>

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<p>7.1.4.7.1 Describe historical applications of the principle of checks and balances within the United States government. For example: Johnson’s impeachment, Roosevelt’s court packing plan, War Powers Resolution</p>	<p><a href="#">Excerpt from <i>The Fog of War</i></a> In this 3 minute video Robert McNamara describes what happened in the Gulf of Tonkin Incident and our reaction to this event (increased military action Vietnam). This clip can be paired easily with a discussion on the War Powers Resolution which later limits the president’s power to wage war.</p>	<p><a href="http://www.icivics.org">www.icivics.org</a> -Web-based education project designed to <b>teach students civics</b> and inspire them to be active participants in U.S. democracy.</p> <p>Streetlaw.org <a href="http://landmarkcases.org/en/landmark/home">http://landmarkcases.org/en/landmark/home</a></p> <p>Landmark cases with lessons, primary sources, etc.</p> <p>Harpweek (Harper’s Weekly) <a href="http://www.impeach-andrewjohnson.com/">http://www.impeach-andrewjohnson.com/</a> Features more than 200 excerpts about the historic proceedings from Harper’s Weekly, the leading weekly newspaper of the era. Includes simulation activities, political cartoons and primary sources.</p>
<p>7.1.4.8.1 Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare. For example: Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</p>	<p><a href="http://content.time.com/time/specials/packages/0,28757,2080345,00.html">http://content.time.com/time/specials/packages/0,28757,2080345,00.html</a></p> <ul style="list-style-type: none"> <li>- Includes one short 4-5 minute video summary explaining the history behind the need for each of our 10 bill of rights (10 total videos)</li> </ul> <p><a href="http://tpt.pbslearningmedia.org/">http://tpt.pbslearningmedia.org/</a></p> <ul style="list-style-type: none"> <li>- Downloadable primary sources</li> </ul>	<p><a href="http://billofrightsinstitute.org/wp-content/uploads/2012/11/Middle-School-BOR-Lesson-with-Answer-Key.pdf">http://billofrightsinstitute.org/wp-content/uploads/2012/11/Middle-School-BOR-Lesson-with-Answer-Key.pdf</a></p> <ul style="list-style-type: none"> <li>- Includes a 3 day lesson plan where students have to analyze the Bill of Rights to answer, “How does the Bill of Rights protect freedom?”</li> </ul> <p><a href="#">Bill of Rights for the 21st Century</a> -Includes lesson ideas, resources, worksheets and activities.</p>

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7.1.4.8.2 Describe the amendment process and the impact of key constitutional amendments.		<a href="http://study.com/academy/lesson/the-process-of-amending-the-constitution.html">http://study.com/academy/lesson/the-process-of-amending-the-constitution.html</a> <ul style="list-style-type: none"> <li>- Includes a short video lesson on the amendment process and multiple choice quiz</li> </ul>
7.1.4.10.1 Analyze how changes in election processes over time contributed to freer and fairer elections. For example: Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting.	<a href="http://www.teachwithmovies.org/guides/iron-jawed-angels.html">http://www.teachwithmovies.org/guides/iron-jawed-angels.html</a> <ul style="list-style-type: none"> <li>- <i>Iron Jawed Angels</i> is a movie about how the 19th Amendment was passed. This website includes a great discussion of the movie and discussion questions to use in the classroom. The movie does have 2 short clips which the middle school teacher may want to remove. Please preview movie prior to showing.</li> </ul>	<a href="http://www.tolerance.org/lesson/voting-rights-act-1965-and-beyond">http://www.tolerance.org/lesson/voting-rights-act-1965-and-beyond</a> <ul style="list-style-type: none"> <li>- This lesson teaches why the Voting Rights Act of 1965 was created and how it is being challenged recently</li> </ul>
7.1.5.11.1 Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools.		<a href="#">American Imperialism-Taft, Roosevelt and Wilson</a> <ul style="list-style-type: none"> <li>- Compares and contrasts the foreign policies of these three presidents and motivating factors that led to American imperialism.</li> </ul>
7.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices. For example: Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis,	<a href="#">PBS: American Experience Teacher's Guide</a> This link is about The Crash of '29, but also covers most US History events.  <a href="#">DVD Video Clips: America The Story of Us</a>  <a href="#">Why Did The Great Depression Happen?</a>	<a href="http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/crash-teacher-resource/">http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/crash-teacher-resource/</a> <ul style="list-style-type: none"> <li>- This lesson includes a stock market simulation that has students buy and sell stocks and then analyze reasons why people sold</li> </ul>

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consideration of sunk costs, results of behavioral economics.	This is a complete unit with resources, links and activity ideas.	their stocks during the great crash.
7.2.3.3.1 Explain how items are allocated or rationed when scarcity exists. For example: Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by “first-come, first-served” policy in former Soviet Union; many things rationed by price.		<a href="http://www.socstrpr.org/files/Vol%202/Issue%201%20-%20Spring%202007/Practice/2.1.7.pdf">http://www.socstrpr.org/files/Vol%202/Issue%201%20-%20Spring%202007/Practice/2.1.7.pdf</a> <ul style="list-style-type: none"> <li>- This lesson includes an introduction into the idea of scarcity and a WWII coupon rationing simulation.</li> </ul>
7.2.4.5.1 Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market. For example: Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s.	<a href="#">The Teaching Channel: How to teach supply and demand to middle schoolers</a>	<a href="http://marcfbellemare.com/wordpress/7631">http://marcfbellemare.com/wordpress/7631</a> <ul style="list-style-type: none"> <li>- This is a game that can be played inside the classroom with a deck of cards to better help students understand supply and demand.</li> </ul> <a href="#">Supply and Demand activity</a> This activity connects supply and demand to the real world. It may be cut down if you don't want to go as in-depth with some of the concepts. Contains article links and worksheet.
7.2.4.6.1 Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects. For example: Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources.	<a href="#">American Experience: Triangle Fire</a> <i>A film (viewable online) documenting the Triangle Shirtwaist Factory fire. Includes a number of supplemental resources.</i>  <a href="#">Gilder Lehrman: Rise of Industrial America</a> <i>Several essays and primary documents exploring industrialization in the United States.</i>  <a href="#">James J. Hill "The Empire Builder"</a> <i>Essay with pictures describing his rise to</i>	<a href="#">Triangle Shirtwaist Factory and Bangladesh factory collapse lesson plan</a> Lesson plan using New York Times articles to compare the two events. From the New York Times Learning Network.

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	<p><i>power.</i></p> <p><a href="#">A Brief History of Ponzi Schemes</a></p>	
<p>7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information. For example: “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>	<p><a href="#">MapMaker Interactive</a></p> <p><a href="#">Story Maps from Esri (history)</a></p> <p><a href="#">ArcGIS Online Resources for Educators</a></p> <p><a href="#">Google Maps for Educators</a></p>	<p><b>MAGE - Introduction to TODALSS</b>  <a href="http://lt.umn.edu/mage/wp-content/uploads/2014/08/Cain-Exploring-Map-TODALS.pdf">http://lt.umn.edu/mage/wp-content/uploads/2014/08/Cain-Exploring-Map-TODALS.pdf</a></p> <ul style="list-style-type: none"> <li>- Contains a lesson that introduces students to TODALSS by exploring a map of MN</li> </ul>
<p>7.4.1.2.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.</p>	<p><a href="#">Library of Congress</a></p> <ul style="list-style-type: none"> <li>- Primary Sources</li> </ul> <p><a href="#">The Research Paper: Developing Historical Questions</a></p> <p><a href="#">Research Paper Outline site</a></p> <p>-Template, Checklist, Citing sources</p>	
<p>7.4.2.4.1 Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.</p>	<p><a href="#">PBS American Experience: We Shall Remain</a></p> <p><i>Clips available on <a href="#">YouTube</a>.</i></p> <p><a href="#">Overview Teacher's Guide</a></p> <p><i>Episode 1: After the Mayflower <a href="#">Teacher's Guide</a></i></p> <p><i>Episode 2: Tecumseh's Vision <a href="#">Teacher's Guide</a></i></p> <p><i>Episode 3: Trail of Tears <a href="#">Teacher's Guide</a></i></p> <p><i>Episode 4: Geronimo <a href="#">Teacher's Guide</a></i></p> <p><i>Episode 5: Wounded Knee <a href="#">Teacher's Guide</a></i></p>	

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	<p><a href="#"><i>The Trail of Tears: Cherokee Legacy</i></a> Recommended video-re-enactments and personal interviews</p> <p><a href="#"><i>Tribal Sovereignty in the United States</i></a> Wiki Site</p>	
<p>7.4.4.18.1 Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation.(Expansion and Reform: 1792-1861) For example: Tecumseh’s War, Adams- Onis Treaty of 1819, Texas annexation, Oregon Trail, “Manifest Destiny” concept</p>	<p><b>Lewis and Clark</b> <a href="http://www.nationalgeographic.com/lewisandclark/">http://www.nationalgeographic.com/lewisandclark/</a></p> <ul style="list-style-type: none"> <li>- has interactive journey log, maps, etc.</li> </ul> <p><b>Lewis and Clark - The Great Journey West - Video</b> <a href="http://www.amazon.com/National-Geographic-Lewis-Clark-Journey/dp/B00006AUK1/ref=sr_1_1?ie=UTF8&amp;qid=1439485713&amp;sr=8-1&amp;keywords=lewis+and+clark+narrated+by+jeff+bridges">http://www.amazon.com/National-Geographic-Lewis-Clark-Journey/dp/B00006AUK1/ref=sr_1_1?ie=UTF8&amp;qid=1439485713&amp;sr=8-1&amp;keywords=lewis+and+clark+narrated+by+jeff+bridges</a></p> <ul style="list-style-type: none"> <li>- 50 minute film that exposes students to the hardships Lewis and Clark faced and recreates their journey</li> </ul> <p><a href="#">Lewis and Clark Story Map</a></p>	<p><b>PBS Tecumseh’s War - Lesson Plan</b> <a href="http://www.pbs.org/wned/war-of-1812/classroom/intermediate/bundle-twigs/">http://www.pbs.org/wned/war-of-1812/classroom/intermediate/bundle-twigs/</a></p> <ul style="list-style-type: none"> <li>- lesson plan involves watching selected segments of War of 1812 which are housed on their site for free</li> </ul> <p><b>SHEG - Manifest Destiny</b> <a href="https://sheg.stanford.edu/manifest-destiny">https://sheg.stanford.edu/manifest-destiny</a></p> <ul style="list-style-type: none"> <li>- involves analysis of paintings, maps, and speeches to better understand concept of “Manifest Destiny”</li> </ul>
<p>7.4.4.18.2 Identify new technologies and innovations that transformed the United States’ economy and society; explain how they influenced political and regional development (Expansion and Reform: 1792-1861) For example: Cotton gin, power loom, steam engine, railroad.</p>	<p><a href="https://www.learner.org/workshops/primarysources/lowell/before.html">https://www.learner.org/workshops/primarysources/lowell/before.html</a></p> <ul style="list-style-type: none"> <li>- This website has great primary sources about what life was like in the Lowell, MA textile mills. It also has a video excerpt from The Rise of Capitalism on the textile industry in the Northern U.S.</li> </ul>	<p><a href="http://www.teachingushistory.org/tTrove/whitneyobit.html">http://www.teachingushistory.org/tTrove/whitneyobit.html</a></p> <ul style="list-style-type: none"> <li>- This lesson has students read Eli Whitney’s obituary to better understand how the cotton gin transformed the South’s economy and way of life. The website also has good pictures showing how the cotton gin worked.</li> </ul>

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		<p><a href="http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm">http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm</a></p> <ul style="list-style-type: none"> <li>- This 1-10 day lesson plan includes a number of maps from the 1860's and video clips from Ken Burns film <i>The West</i> which help students to better understand how the railroad opened the West to settlement in later half of the 19th century.</li> </ul>
<p>7.4.4.18.3 Identify causes and consequences of Antebellum reform movements including abolition and women's rights. (Expansion and Reform: 1792-1861) For example: Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten-Hour movement.</p>	<p><b>Gilder Lehrman Interactive Online Exhibition of Abolition Writings</b>  <a href="https://www.gilderlehrman.org/sites/default/files/swf/antislavery_writings/index.html">https://www.gilderlehrman.org/sites/default/files/swf/antislavery_writings/index.html</a></p> <ul style="list-style-type: none"> <li>- a narrator reads and/or sings writings aloud to viewer</li> </ul>	<p><b>Gilder Lehrman - Declaration of Sentiments v. Declaration of Independence</b>  <a href="https://www.gilderlehrman.org/history-by-era/first-age-reform/resources/declarations-independence-womens-rights-and-seneca-falls-d">https://www.gilderlehrman.org/history-by-era/first-age-reform/resources/declarations-independence-womens-rights-and-seneca-falls-d</a></p> <ul style="list-style-type: none"> <li>- lesson plan involves comparing and contrasting the Declaration of Sentiments (the product of the 1848 Seneca Falls Convention) to our Founding documents</li> </ul>
<p>7.4.4.19.1 Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877) For example: Missouri Compromise, Nullification Crisis, Compromise of 1850, Bleeding Kansas.</p>	<p><a href="#">PBS: The Dred Scott Decision</a>            In 1857, the Supreme Court's Dred Scott decision had the potential to legalize slavery everywhere in the United States. (3 min.)</p>	<p><a href="#">The Dred Scott Trial</a>  <a href="#">The Fugitive Slave Act</a></p> <ul style="list-style-type: none"> <li>- Simulation Activity</li> <li>- Using primary sources (included), students will compare and contrast the Compromise of 1850 and the US Constitution and discuss the role of compromise.</li> </ul>

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<p>7.4.4.19.2 Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)</p>	<p><b>Draft Riots Video:</b>  <a href="https://www.youtube.com/watch?v=mKoM22MvDwM">https://www.youtube.com/watch?v=mKoM22MvDwM</a></p> <ul style="list-style-type: none"> <li>- short 5 minute video on the New York draft riots</li> </ul> <p><b>Gettysburg Address</b>  <a href="http://www.learntheaddress.org/">http://www.learntheaddress.org/</a></p> <ul style="list-style-type: none"> <li>- contains clips famous people who have taken the Ken Burns challenge of learning the Gettysburg Address</li> </ul> <p><b>Civil War Battles - Animated Maps</b>  <a href="http://www.civilwar.org/battlefields/antietam/maps/antietam-animated-map.html">http://www.civilwar.org/battlefields/antietam/maps/antietam-animated-map.html</a></p> <ul style="list-style-type: none"> <li>- This site has short 3-5 minute videos on all major civil war battles which tell the history and importance of the battle. The link above is on the Battle of Antietam.</li> </ul> <p><a href="#">Gettysburg</a> and <a href="#">Battlefields</a> Story Maps</p>	<p><a href="http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/lesson-plans-middle.html">http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/lesson-plans-middle.html</a></p> <ul style="list-style-type: none"> <li>- This site has great middle school lesson plans which help teach the main causes, events, and outcomes of the Civil War.</li> </ul>
<p>7.4.4.19.3 Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)            For example: Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.</p>	<p><b>Remembering Lincoln</b>  <a href="http://rememberinglincoln.fords.org/">http://rememberinglincoln.fords.org/</a></p> <ul style="list-style-type: none"> <li>- Contains people's reaction to the assassination of Lincoln which vary greatly by race and region and serves as a great segway into teaching Reconstruction</li> </ul> <p><a href="#">Lincoln's Assassination Story Map</a></p> <p><a href="#">Lucas-Heaton Letters Story Map</a>            (emancipated slaves)</p>	<p><b>Gilder Lehrman Institute</b>  <a href="http://www.gilderlehrman.org/history-by-era/reconstruction/resources/ku-klux-klan-threat-1868">http://www.gilderlehrman.org/history-by-era/reconstruction/resources/ku-klux-klan-threat-1868</a></p> <ul style="list-style-type: none"> <li>- Contains an actual threat written by the KKK to Jeems Davie (a recently elected black Republican sheriff) and excellent discussion questions</li> </ul> <p><b>SHEG - Sharecropping</b>  <a href="https://sheg.stanford.edu/sharecropping">https://sheg.stanford.edu/sharecropping</a></p> <ul style="list-style-type: none"> <li>- Contains a sharecropping contract</li> </ul>

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## Resources for Grade 7

Benchmark	Resources <i>with annotation</i>	Lesson Plans
		which kids can analyze and discuss
7.4.4.20.1 Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920) For example: Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck & Co.	Geolnquiry to explore the growth of steel: <a href="http://education.maps.arcgis.com/home/item.html?id=c39b580b42234fc898b45f9e400ab8f0">http://education.maps.arcgis.com/home/item.html?id=c39b580b42234fc898b45f9e400ab8f0</a>	
7.4.4.20.2 Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920) For example: The “New Immigration” from Eastern and Southern Europe, “Great Migration” of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.	Great Migration Primary Source Set: <a href="https://dp.la/primary-source-sets/sets/the-great-migration">https://dp.la/primary-source-sets/sets/the-great-migration</a>	
7.4.4.20.3 Compare and contrast reform movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920) For example: Progressivism (Civil Service reform, Settlement House movement, National Consumers League, muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP).	Settlement Houses Primary Source Set: <a href="https://dp.la/primary-source-sets/sets/settlement-houses-in-the-progressive-era">https://dp.la/primary-source-sets/sets/settlement-houses-in-the-progressive-era</a>	
7.4.4.20.4 Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920) For example: Withdrawal of federal	<a href="#">Excellent resources and timeline from American Anthropological Association here</a>	<b>Gilder Lehrman Institute</b> <a href="http://www.gilderlehrman.org/history-by-era/reconstruction/resources/ku-klux-klan-threat-1868">http://www.gilderlehrman.org/history-by-era/reconstruction/resources/ku-klux-klan-threat-1868</a> - This contains an actual threat written by the KKK to Jeems Davie (a recently elected black Republican sheriff)

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Benchmark	Resources <i>with annotation</i>	Lesson Plans
troops from the South in 1877, Southern “redeemer” governments, 1892 Plessy v. Ferguson decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.		and excellent discussion questions <b>SHEG – Chinese Immigration and Exclusion</b> <a href="https://sheg.stanford.edu/chinese-immigration-exclusion">https://sheg.stanford.edu/chinese-immigration-exclusion</a> - This contains a great lesson which exposes students to the racism Chinese faced during Reconstruction
7.4.4.20.5 Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the Nineteenth Amendment. (Development of an Industrial United States: 1870-1920) For example: National American Woman Suffrage Association, National Woman’s Party.	<a href="http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=26">http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=26</a> Collection of primary sources about the women’s suffrage movement	<b>Iron Jawed Angels - Film &amp; Discussion</b> <a href="http://www.teachwithmovies.org/guides/iron-jawed-angels.html">http://www.teachwithmovies.org/guides/iron-jawed-angels.html</a> - Contains great discussion questions and background to go with film; however, there are <b>two scenes in the film which need to be edited out</b> so movie is classroom appropriate for 7th grade audience  <a href="https://scholar.vt.edu/access/content/user/bishopc/My%20Portfolio/Role%20of%20Media%20in%20Women's%20Suffrage%20lesson(1).pdf">https://scholar.vt.edu/access/content/user/bishopc/My%20Portfolio/Role%20of%20Media%20in%20Women's%20Suffrage%20lesson(1).pdf</a> -using primary sources to look at the role of the media in the women’s suffrage movement
7.4.4.20.6 Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870-1920) For example: Spanish-American War, “Big Stick” and Dollar Diplomacy, annexation of Hawaii.	<b>American Experience Documentary - The Hunt for Pancho Villa</b> <a href="https://www.youtube.com/watch?v=BQmPHvXE5BE">https://www.youtube.com/watch?v=BQmPHvXE5BE</a> - documentary contains oral interviews with witnesses of the Punitive Expedition; students better understand our role in the Mexican	<b>SHEG - Maine Explosion</b> <a href="https://sheg.stanford.edu/maine-explosion">https://sheg.stanford.edu/maine-explosion</a> - Contains lesson which exposes students to yellow journalism and reasons why the US entered the Spanish American War

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	<p style="text-align: center;">Civil War and dollar diplomacy</p> <p><b>Bayonet Constitution Primary Document</b>  <a href="http://www.hawaii-nation.org/constitution-1887.htm">http://www.hawaii-nation.org/constitution-1887.htm</a></p> <ul style="list-style-type: none"> <li>- Students can take selections and compare against our Constitution.  ex: lack of right to bear arms, literacy test requirement in voting rights, etc.,</li> </ul>	
<p>7.4.4.20.7 Outline the causes and conduct of World War I including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920) For example: Submarine warfare, the sinking of the Lusitania, Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, Trench Warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference.</p>	<p>American Heads to War  <a href="https://dp.la/primary-source-sets/sets/world-war-i-america-heads-to-war">https://dp.la/primary-source-sets/sets/world-war-i-america-heads-to-war</a></p> <p>African Americans in WWI  <a href="https://dp.la/primary-source-sets/sets/african-american-soldiers-in-world-war-i">https://dp.la/primary-source-sets/sets/african-american-soldiers-in-world-war-i</a></p> <p>WWI in photos  <a href="http://www.theatlantic.com/static/infocus/wwi/">http://www.theatlantic.com/static/infocus/wwi/</a></p> <p>WWI: U-boat devastation <a href="#">Story Map</a></p>	<p>Great War lesson collection from PBS  <a href="http://www.pbs.org/greatwar/resources/lesson.html">http://www.pbs.org/greatwar/resources/lesson.html</a></p>
<p>7.4.4.20.8 Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920) For example: Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.</p>	<p>Collection of time period resources:  <a href="http://nationalhumanitiescenter.org/pds/gilded/generallinks.htm">http://nationalhumanitiescenter.org/pds/gilded/generallinks.htm</a></p>	<p><b>SHEG - League of Nations</b>  <a href="http://sheg.stanford.edu/league-of-nations">sheg.stanford.edu/league-of-nations</a></p>

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## Resources for Grade 7

Benchmark	Resources <i>with annotation</i>	Lesson Plans
<p>7.4.4.21.1 Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945) For example: Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl.</p>	<p><a href="#">Primary sources and text describing the causes of the Great Depression</a></p>	<p><b>SHEG - New Deal SAC</b>  <a href="https://sheg.stanford.edu/new-deal">https://sheg.stanford.edu/new-deal</a></p> <ul style="list-style-type: none"> <li>- contains a structured academic controversy exploring the effectiveness of the New Deal policies</li> </ul> <p><a href="https://www.uww.edu/Documents/colleges/coeps/cni/social%20studies/lesson%20plans/2006-2007/Laura%20Kingston%20.pdf">https://www.uww.edu/Documents/colleges/coeps/cni/social%20studies/lesson%20plans/2006-2007/Laura%20Kingston%20.pdf</a>            Inquiry-based unit about the Great Depression</p>
<p>7.4.4.21.2 Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945) For example: Bonus Army, “Okie” migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.</p>		<p><a href="http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps">http://edsitement.neh.gov/lesson-plan/african-americans-and-new-deals-civilian-conservation-corps</a>            This lesson explores that struggle and its implications for the New Deal's impact on American society.</p>
<p>7.4.4.21.3 Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945) For example: Industrial mobilization, rationing, “Rosie the Riveter” and the female labor force, Bracero Program, uses of propaganda.</p>	<p>Women on the Homefront  <a href="https://dp.la/primary-source-sets/sets/world-war-ii-women-on-the-home-front">https://dp.la/primary-source-sets/sets/world-war-ii-women-on-the-home-front</a></p> <p>Homefront Guide (Nat'l Parks)  <a href="https://www.nps.gov/nhl/learn/themes/WWIIHomeFront.pdf">https://www.nps.gov/nhl/learn/themes/WWIIHomeFront.pdf</a></p>	

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## Resources for Grade 7

Benchmark	Resources <i>with annotation</i>	Lesson Plans
<p>7.4.4.21.4 Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945) For example: D-Day, Iwo Jima, Guadalcanal, segregated military, Japanese internment camps, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.</p>	<p><b>Animated European Campaign Map</b>  <a href="http://www.fortmissoula.org/exhibits/ww/WWII/imap.shtml">http://www.fortmissoula.org/exhibits/ww/WWII/imap.shtml</a></p> <ul style="list-style-type: none"> <li>- map has great sound effects and shows entire chronology of events in Europe; can review WWII Europe in 5 minutes with students</li> </ul> <p>Japanese Internment  <a href="https://dp.la/primary-source-sets/sets/japanese-american-internment-during-world-war-ii">https://dp.la/primary-source-sets/sets/japanese-american-internment-during-world-war-ii</a></p>	<p>Exploring WWII through the power of story (PBS)  <a href="http://www.weta.org/files/weta_lessonplans/thewar.pdf">http://www.weta.org/files/weta_lessonplans/thewar.pdf</a></p>
<p>7.4.4.22.1 Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989) For example: Military actions—Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions— Marshall Plan, North Atlantic Treaty Organization, the “Kitchen Debate,” the Space Race.</p>	<p><a href="#">NeoK12 Cold War Videos</a></p> <p><a href="#">Free Lessons and Resources from Choices</a></p>	<p><a href="#">Origins of the Cold War</a>            Lesson Plans with essential questions</p> <p><a href="#">Reading Like a Historian: The Cold War Cold War unit with several document-based lessons</a></p>
<p>7.4.4.22.2 Analyze the social and political effects of the Cold War on the people of the United States. (Post- World War II United States: 1945-1989) For example: Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.</p>	<p><a href="#">The US Role in a Changing World</a>            Free lessons available.</p> <p><b>Duck and Cover – Civil Defense Guide Video (Burt the Turtle)</b>  <a href="https://www.youtube.com/watch?v=IKqXu-5jw60">https://www.youtube.com/watch?v=IKqXu-5jw60</a></p> <ul style="list-style-type: none"> <li>- This video exposes kids to the idea of nuclear preparedness and how kids prepared. Can lead to great hands on learning (duck and cover walking field trip around your school).</li> </ul>	

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Benchmark	Resources <i>with annotation</i>	Lesson Plans
<p>7.4.4.22.3 Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989) For example: Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation— United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.</p>	<p><a href="#">Apartheid and the struggle for Civil Rights (US and South Africa)</a> Lesson plans that include articles, videos and music <a href="#">The US Role in a Changing World</a>  <a href="#">The Vietnam Center and Archive:</a> Online resources, oral histories, videos.</p>	
<p>7.4.4.22.4 Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989) For example: Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.</p>	<p><a href="#">Boomtime website from PBS</a></p>	<p><a href="#">Building Suburbia: Highways and Housing in America</a> Lesson plan and resources from NEH  <a href="#">A Raisin in the Sun: The Quest for the American Dream</a> Lesson Plan and resources from NEH</p>
<p>7.4.4.22.5 Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989) For example: G.I. Bill, Fair Deal, New Frontier, Great Society.</p>	<p><a href="#">Gilder Lehrman: Post War Politics and the Cold War</a> Essay providing an overview of the time period.</p>	<p><a href="#">Gilder Lehrman: Post War Politics and the Cold War</a> Several related essays, primary documents, lesson plans, videos, and an <a href="#">interactive timeline</a>.  <a href="#">Reading Like a Historian: The Great Society</a> A document-based lesson on The Great Society centered on the essential question: “Was the Great Society successful?” Part of a larger unit on <a href="#">Cold War Culture and Civil Rights</a>.</p>

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<p>7.4.4.22.6 Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989)</p>	<p><a href="#">History Channel videos/resources on the Civil Rights Movement</a></p>	<p><a href="#">PBS Lesson: Alcatraz is not an island</a>--Lesson overview, links to primary resources, lots of usable information. <a href="#">Additional resources on this lesson here.</a></p> <p><a href="#">The Rights of Women in the United States:</a> Lesson plans and resources from The Advocates for Human Rights</p> <p><a href="#">America's Civil Rights Movement video and lesson guide</a> (Free DVD and lesson guide from Teaching Tolerance). <a href="#">Teacher's Guide here</a></p> <p><a href="#">School Integration 55 Years Later</a> lesson plan and links from Teaching Tolerance</p>
<p>7.4.4.23.1 Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present) For example: New technologies— changes in media (including telecommunications), medicine, transportation, agriculture.</p>	<p><a href="#">A collection of Cold War resources from the History Channel</a></p>	<p><a href="#">Newseum Digital Classroom: The Digital Revolution</a> A video about how technology is changing the news, accompanied by a viewing guide, related lesson plan, and a number of other resources and links.</p>
<p>7.4.4.23.2 Analyze the changing relations between the United States and other countries around the world in the beginning of the twenty-first century. (The United States in a New Global Age: 1980-present) For example: North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.</p>	<p><a href="#">NAFTA PowerPoint presentation</a> about NAFTA, maquiladors, pros/cons, etc.</p> <p><a href="#">Globalization resources and articles from Yale and MacMillan Center</a></p> <p><a href="#">9/11 Memorial and Museum</a> Background information, primary sources, and an interactive timeline.</p>	<p><a href="#">Globalization activity from PBS: "China from the Inside"</a>-- Role playing debate activity.</p> <p><a href="#">Lesson plans and resources on 9/11 and Iraq War from NCSS</a></p> <p><a href="#">9/11 Memorial and Museum</a> <a href="#">Various lesson plans.</a></p>

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