

# Seventh Grade American History

Mr. McCroskery Room 201

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313-310-9046

## Students are expected to:

- Come to class on time, prepared, with all necessary material, *ready to learn*.
- Be respectful of everyone: peers, teachers, him/herself.
- Participate with a positive attitude.
- Take responsibility for his/her learning\* and actions, and give the best effort at all times.

## Supplies:

- Notebook or binder with loose-leaf paper (to be used only for Social Studies)
- Folder with pockets or portfolio
- Writing utensils and a box of colored pencils
- **Textbook:** AMERICA: HISTORY OF OUR NATION: BEGINNINGS THROUGH 1877 (Prentice Hall) ISBN: 978-0-13-369949-4

## Procedures for disruptions or behavior issues:

1. Verbal Warning
2. Stay after-class and discuss the problem and possible solutions
3. "Reflection" writing assignment and parental contact
4. Before School/After School/Lunch Detention and parental signature, reduction of Conduct grade
5. Second detention and signed student/parent/teacher contract, further reduction of Conduct grade
6. Parent Conference with Principle Marion, further reduction of Conduct grade

## Assignments

All assignments will be done neatly in cursive (unless otherwise specified); assignments submitted without a name will posted on the chalkboard and, when re-submitted, will be marked late according to the rules below.

## Writing assignment

Each quarter, the students will be given a research assignment. They will be given a rubric to follow.

Late submissions will not be accepted unless there are extraordinary\*\* circumstances.

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\* This includes regularly checking PowerSchool. Please contact the school office to gain access to your PowerSchool account.

\*\* e.g. illness, injury, death in the family, etc.

### **Extra credit**

There will be multiple opportunities for earning extra credit throughout the course of the school year. Extra credit points will *only* be applied for students who have *no missing assignments*.

### **Late work**

Ten percent of the total points for an assignment will be deducted for each school day that the assignment is late. That is, if an assignment worth 20 points is submitted 5 school days after the due date, 50% will be deducted (10% per day) and the best grade the assignment can earn is 10 points. *Exception: For each day that a student is absent, an extra day will be given to submit the assignment.*

### **Absences**

An absence folder is available for each day of the week. In this folder will be an absence slip listing the lessons, activities, etc. for the day missed. When the student returns from an absence, he or she is responsible for getting the absence slip and completing the work that was missed.

### **Restroom policy**

Each student is given twenty Toilet Tickets for the year. They are only valid in my class unless another teacher decides to honor them as well. Students will give one ticket in exchange for a visit to the restroom. The students may use them at their discretion, but once they've used them up, they will not receive more. At the end of any card marking period, students may turn in unused tickets for one point each of extra credit.

### **Tests and Quizzes**

Students will be given a study guide for all tests, which they will receive one week before the test. Tests will consist mostly of essay questions and will occasionally include short answer as well. Review sessions will be held before school on the day of every test. Students are encouraged—but not required—to attend these sessions. Missing school the day before a test does not excuse a student from taking the test. Students will not retake tests.

At the end of each semester, students will be given a cumulative essay test in which they will be asked to demonstrate their understanding of various aspects of American History. The following is an example of the sort of question the students can expect:

Explain how the physical size, economic prosperity, and cultural maturity of the American colonies, had, by the mid-18th century, made them the envy of Britain. Include in your answer a discussion of immigration and population growth, the evolution of slavery, religion and the Great Awakening. Also give attention to the rivalries and wars of Native American groups in the Northeast and the Southeast.

The question will be given to the students the day prior to the test. They will then spend the entire class period on the day of the test answering the question in essay form.

Unannounced quizzes will be given regularly, so students need to be prepared at all times.

Extra help is available and encouraged. I am able to help students during class, as well as outside of class by appointment or during scheduled test review days.

### **Year-end awards**

Students whose grade point average for core subjects is 3.5 or above may be eligible for First Honors. A student may earn Second honors with a 3.0 to 3.49 grade point average for core subjects. Any D in conduct for any class (including specials) throughout the year will make a student ineligible for honors of any kind.

### **Distractions**

Toys and other distractions are strictly forbidden. They will be taken away and will not be returned. Exceptions are electronics, which will be held in the school office and given only to the parents. Cell phones may be brought to school, but will be kept in the locker and may not be used during the school day except for emergencies. "Smart watches" will not be allowed in class.

## **Foundations in United States History and Geography ERAs 1-5<sup>1</sup>**

### **ERA 1 – Beginnings to 1620**

1. **American Indian Life in the Americas:** the life of peoples living in North America before European exploration.
  - *Key Concepts: Civilization, Five Themes of Geography*
2. **European Expansion:** the causes and consequences of European exploration and colonization.
  - *Key Events: Fall of Constantinople, Reconquista, Protestant Reformation, Counter-Reformation, Thirty-Years' War, Peace of Westphalia, Rise of nation-states*
  - *Key People: Leif Erikson, Mansa Musa, Prince Henry the Navigator, Vasco de Gama, Christopher Columbus, Henry Hudson, Fr. Jacques Marquette, Martin Luther, Elizabeth I, Ignatius of Loyola*
  - *Primary Sources used: Treaty of Tordesillas*
3. **African Life Before the 16th Century:** the lives of peoples living in western Africa prior to the 16th century

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<sup>1</sup> Source: Seventh Grade Social Studies Standards for the Archdiocese of Detroit

4. **Three World Interactions:** the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15<sup>th</sup> through the 17<sup>th</sup> century

- *Key Concept: Columbian Exchange*

### **ERA 2 – Colonization and Settlement (1585-1763)**

1. **European Struggle for Control of North America:** Comparing the regional settlement patterns; examining significant developments in Southern, New England, and the mid-Atlantic colonies

- *Key Places: Jamestown, Plymouth, New Amsterdam*
- *Key People: Powhatan*
- *Key Events: King Phillip's War*
- *Primary Sources Used: Mayflower Compact*

2. **European Slave Trade and Slavery in Colonial America:** Analyzing the development of the slave system in the Americas and its impact upon the life of Africans

- *Key Concepts: Triangular Trade*

3. **Life in Colonial America:** Distinguishing among and explaining the reasons for regional differences in colonial America

- *Key Concepts: cash crop farming, indentured servitude*

### **ERA 3 Revolution and the New Nation (1754 - 1800)**

1. **Causes of the American Revolution:** Identifying the major political, economic, and ideological reasons for the American Revolution

- *Key Events: French and Indian Wars, Stamp Act, Boston Tea Party, the Intolerable Acts, the Boston Massacre*
- *Key Concepts: Representative Government*
- *Key People: George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, Thomas Paine*
- *Primary Sources Used: Articles of Confederation, Declaration of Independence, Common Sense*

2. **The American Revolution and Its Consequences:** Examining the multi-faceted nature of the American Revolution and its consequences

- *Key Events: Valley Forge, Battle of Saratoga, Battle of Yorktown, Treaty of Paris*

3. **Creating New Government(s) and a New Constitution:** Exploring 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

- *Key Events: Shays' Rebellion*
- *Key Concepts: Constitutional Convention, Great Compromise, Three-Fifths Compromise*
- *Primary Sources Used: Federalist Papers, Anti-Federalist Papers*

### **ERA 4 – Expansion and Reform (1792-1861)**

1. **Challenges to an Emerging Nation:** Analyzing the challenges the new government faced and the role of political and social leaders in meeting these challenges.
  - *Key Events: Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Whiskey Rebellion, Alien and Sedition Acts, Marbury v. Madison, McCullough v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden*
  - *Key People: Thomas Jefferson, John Adams, Alexander Hamilton, Chief Justice John Marshall, Lewis and Clark*
  - *Primary Sources Used: Washington’s Farewell Address*
2. **Regional and Economic Growth:** Describing and analyzing 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
  - *Key Events: The Irish Potato Famine, Market Revolution, Trail of Tears, Mexican-American War*
  - *Key Concepts: Manifest Destiny (Monroe Doctrine)*
  - *Key People: Andrew Jackson*
  - *Primary Sources Used: Texas Declaration of Independence*
3. **Reform Movements:** Analyzing the growth of antebellum American reform movements
  - *Key People: Horace Mann, John Brown, Harriet Tubman, Sojourner Truth, William Lloyd Garrison, Frederick Douglass, Susan B. Anthony, Elizabeth Cady Stanton*
  - *Key Concepts: Abolitionist Movement, Temperance Movement, Underground Railroad, Women’s Suffrage*
  - *Key Events: Seneca Falls Convention*
  - *Primary Sources Used: Declaration of Sentiments*

## **ERA 5 – Civil War and Reconstruction (1850-1877)<sup>2</sup>**

1. **The Coming of the Civil War:** Analyzing and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence
  - *Key Concepts: Northwest Ordinance, sectionalism, nationalism, federalism, state rights*
  - *Key Events: Missouri Compromise (1820), Wilmot Proviso (1846), Compromise of 1850 including the Fugitive Slave Act, Kansas-Nebraska Act (1854), “Bleeding Kansas” (1854-61), Dred Scott v. Sandford decision (1857), Homestead Act (1862), Transcontinental Railroad*
  - *Key People: John Calhoun, Daniel Webster, Henry Clay*
  - *Primary Sources Used: Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union; Lincoln’s “House Divided” Speech*
2. **The Civil War:** Evaluate the multiple causes, key events, and complex consequences of the Civil War.
  - *Key People: Abraham Lincoln*

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<sup>2</sup> Note- Era 5.1 will be reviewed again in the eighth-grade content standards.

3. **Reconstruction:** Using evidence, develop an argument regarding the character and consequences of Reconstruction.
  - *Key Concepts: Freedmen's Bureau, Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution*
  - *Key People: Andrew Johnson*

### **Public Discourse, Decision Making, and Citizen Involvement**

1. **Identifying and Analyzing Public Issues:** Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions
2. **Persuasive Communication About a Public Issue:** Communicate a reasoned position on a public issue
3. **Citizen Involvement:** Act constructively to further the public good

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