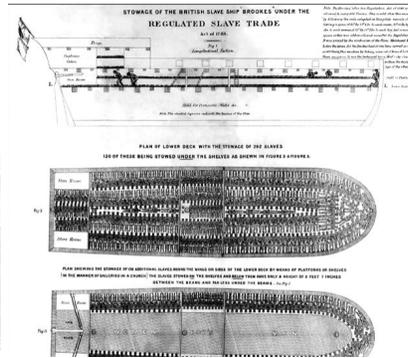
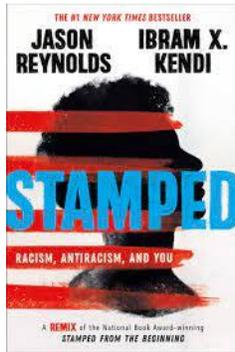


Welcome families!

We are so excited to teach your 7th graders this year in Social Studies class! Below you will find our syllabus for the year. We plan on having four units of study, during which students will journey through historical periods, explore connections to the present, and practice the skills historians use to research the past. We hope that they bring these conversations home, and that the learning continues with you.

Best,



7th Grade Social Studies Syllabus, 2021-2022

<p>September- November Unit 1: Racism, European Exploration, and the Indigenous Experience in North America</p>	<p>December - February Unit 2: Colonization</p>	<p>March-April Unit 3: Revolution and the establishment of the U.S. Government</p>	<p>May-June Unit 4: Slavery and Resistance</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What were the characteristics of indigenous cultures prior to European arrival in the Americas? 2. What factors contributed to European exploration? 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What were the effects of colonization for indigenous populations and colonizers? 2. In what ways did indigenous populations resist colonization? 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. In what ways did the conflict that lead to the American Revolution result in progress? 2. How do historians evaluate the validity of a source or account? 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. In what ways did slaves and their allies resist the institution of slavery? 2. In what ways did slaves fight to maintain humanity and identity

<p>3. How did racism develop during the era of European exploration and colonization?</p> <p>4. How did antiracism emerge amongst European colonizers?</p>	<p>3. How has colonization affected the present?</p> <p>4. How were race, gender, and class hierarchies reinforced and resisted in the colonies of the Americas?</p>	<p>3. Is the United States a true democracy?</p>	<p>in the face of slavery?</p>
<p>Central Texts:</p> <ul style="list-style-type: none"> • <i>Stamped: Racism, Antiracism, and You</i>, by Jason Reynolds and Ibram X. Kendi, Introduction, and chapters 1-3 • <i>The Chronicle of the Discovery and Conquest of Guinea</i> (Zurara) • <i>First Encounters in North America</i>, Facing History and Ourselves • <i>The Journal of Christopher Columbus</i> and various • secondary source articles from <i>Rethinking Columbus</i> <p>Focus skills:</p> <ul style="list-style-type: none"> • Identifying the strengths and limitations of different sources • Distinguishing between 	<p>Central texts:</p> <ul style="list-style-type: none"> • <i>Stamped: Racism, Antiracism, and You</i>, by Jason Reynolds and Ibram X. Kendi, chapter 4 • Various primary and secondary sources related to indigenous resistance, the middle passage, and slavery in colonial America <p>Focus skills:</p> <ul style="list-style-type: none"> • Integrating visual information with texts • Cite specific textual evidence to support analysis of primary and secondary sources • Analyzing evidence in terms of historical context, content, 	<p>Central texts:</p> <ul style="list-style-type: none"> • <i>Stamped: Racism, Antiracism, and You</i>, by Jason Reynolds and Ibram X. Kendi, section 2 • Primary and secondary source (text and image) accounts of the battle of Lexington and Concord, and the Boston Massacre <p>Focus skills:</p> <ul style="list-style-type: none"> • Introducing a claim about a topic or issue • Organizing the reasons and evidence logically • Supporting a claim with logical reasoning and relevant, accurate data and evidence • Analyzing evidence in terms of historical 	<p>Central texts:</p> <ul style="list-style-type: none"> • <i>Stamped: Racism, Antiracism, and You</i>, by Jason Reynolds and Ibram X. Kendi, section 3 • Various primary source slave narratives, including <i>Incidents in the Life of a Slave Girl</i> (Harriet Jacobs), and excerpts from <i>Narrative of the Life of Frederick Douglass, An American Slave</i> • Various secondary sources on slave resistance <p>Focus skills:</p> <ul style="list-style-type: none"> • Identifying aspects of a text that reveal an

primary and secondary source documents

- Drawing from multiple sources to answer a central question
- Analyzing how two or more texts address similar themes/topics

authorship, point of view, purpose, and format; identify bias; explaining the role of bias and audience in presenting arguments or evidence.

- Researching by gathering relevant information from multiple print and digital sources

context, content, authorship, point of view, purpose, and format; identify bias; explaining the role of bias and audience in presenting arguments or evidence.

author's point of view, stance, or purpose

- Determine the central ideas or information of a primary or secondary source

