

Grade 7

State Goal 14

State Goal 14: Understand political systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 7:</p> <p>7.14.01 Compare power granted to Illinois by the United States Constitution with the power that is granted to the federal government. (14A)</p>	<p>Make a chart that shows state powers and federal powers as described in the United States Constitution. Then, write a paragraph that shows the difference between state powers and federal powers.</p>	<p>Science: As a class, discuss scientific government agencies that exist at both the state and federal levels. Compare the responsibilities of the state branch and the federal branch of these agencies.</p>
<p>7.14.02 Compare the powers that are granted to citizens, Congress, the President, and the Supreme Court as described in the United States Constitution. (14A)</p>	<p>Write a paragraph that compares the rights of citizens as described in the Bill of Rights to the system of checks and balances. Then, use a specific example, such as approving a bill, to make a diagram or other visual representation that shows the system of checks and balances.</p>	<p>Music: Write lyrics that explain powers granted to United States citizens. Use several examples in your song.</p>
<p>7.14.03 Identify how the Illinois Constitution ensures that state government makes laws that promote the public good. (14A)</p>	<p>Identify the section or article number(s) of the Illinois Constitution that sets up the foundation for making laws in Illinois. Then, write a summary of the section or article(s) in your own words that explains how these laws promote the public good.</p>	<p>Theater: As a class, pretend you are Illinois state representatives. Act out the lawmaking process, starting at the proposal of a bill and ending with the governor signing it.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.04 Identify and describe the various functions of government in Illinois. (14B)	Make a list that identifies and describes the functions of state government in Illinois, such as making laws, preserving rights, and providing services. Use the Internet or library resources to research these functions as they are described in the Illinois Constitution. Then, write a paragraph that summarizes your findings.	Health: Use the Internet or library resources to research a state agency that monitors the health of citizens, such as the Illinois Department of Public Health. Write a paragraph that explains how this type of government agency helps citizens and fulfills the purpose of government.
7.14.05 Analyze early efforts to realize the ideals of the Declaration of Independence. (14C)	Use the Internet or library resources to research the people who took part in the planning and writing of the Declaration of Independence. Write an essay that analyzes their attempts to unify their ideals into one document.	Language Arts: Imagine that you are a newspaper editor during the planning and writing of the Declaration of Independence. Write an editorial that explains how the Declaration of Independence contains American ideals.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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<p>7.14.06 Analyze early political movements that attempted to abolish slavery. (14C)</p>	<p>Use the Internet or library resources to research an abolitionist, such as Frederick Douglass, Nat Turner, or Harriet Tubman. Write a biography about that person's life, emphasizing how they participated in the abolitionist movement.</p>	<p>Language Arts: As a class, discuss the roots of the abolition movement and the leaders of the movement. Then, select one of the abolitionists who spoke publicly about the evils of slavery and campaigned avidly for abolition, such as William Lloyd Garrison, Sarah and Angelina Grimké, and Frederick Douglass. Write a speech that might have been delivered by that person, arguing for the immediate abolition of slavery. In your speech, present a valid argument, use logical reasoning, and convey the passion that your person feels for the abolitionist cause. Rehearse and present your speech to the class.</p>
<p>7.14.07 Understand how general public opinion can affect public policy. (14D)</p>	<p>Use the Internet or library resources to research issues being debated in Illinois. Then, create a concept web for one issue, surrounding it with the individuals, groups, and media that have influenced the development of this Illinois legislation.</p>	<p>Math: Use the Internet or library resources to find the results of public opinion polls taken on a certain subject over a period of time. Make a graph that shows how the results of the poll changed over time. Then, write a paragraph that describes how changing public opinion can affect public policy.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.08 Understand how the United States has gained territory throughout its history. (14E)	Identify the different ways in which the United States has gained large amounts of territory. In a chart, compare and contrast the different ways that the country has acquired new land.	Art: Create a historical map of the United States, showing where and when the country gained more land.
7.14.09 Explain the role of the United States in an event in world history, such as the French Revolution. (14E)	Write an essay that explains the role of the United States in an event in world history, such as the French Revolution.	Home Economics: Use the Internet or library resources to research how Americans helped with the war effort during World War II. Make a list of different ways that people contributed to the war effort at home, such as rationing. Then, make a poster that encourages people to help the war effort in various ways.
7.14.10 Describe how American colonists came to support independence. (14F)	Identify and describe how different writings, such as <i>Common Sense</i> , and people, such as Thomas Paine, encourage Americans to support independence.	Music: Write song lyrics that explain why Americans should continue to support independence.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.11 Discuss the significance of the Declaration of Independence. (14F)	Working in groups, discuss what would have happened if colonial leaders had not signed the Declaration of Independence. Then, summarize your predictions in an essay. Share your essay with the class.	Language Arts: Working in pairs, use the Internet or library resources to research the five main members of the committee that drafted the Declaration of Independence. Use your research to write a short biography for each person.
Significant to Develop at Grade 7: 7.14.12 Identify the liberties guaranteed to citizens of the United States by the Bill of Rights. (14A)	Write an article explaining how democracy and checks and balances help protect individual liberty.	Religion: Explain how different religious concepts are present in government documents, such as the Declaration of Independence or the United States Constitution.
7.14.13 Understand that the United States Supreme Court has the authority to uphold individual liberty. (14A)	Use the Internet or library resources to research a United States Supreme Court decision in favor of individual rights. Then, write a paragraph that explains how the Court's decision limited the power of the federal government.	Language Arts: Write a letter to the editor of a newspaper, explaining why you are for or against a Supreme Court decision concerning individual liberty.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.14 Describe the lawmaking process in Illinois and name ways that citizens can participate in it, monitor it, and influence it. (14B)	Use the Internet or library resources to research how laws are made in Illinois. Make a flowchart that shows the steps of the lawmaking process. Then, write a letter to the editor of a newspaper, listing ways that citizens can help make laws.	Art: Use the Internet or library resources to research a recent bill being debated in Illinois. Draw a political cartoon that shows a pro or con position regarding the bill. Then, write an appropriate caption for your cartoon.
7.14.15 Describe the responsibilities of the three levels of government as explained in the United States Constitution. (14B)	Make a three-column chart that describes the responsibilities of the federal government, the Illinois government, and your local city government. List important officials at each level.	Home Economics: Using the balance of power as a basis, make a list of responsibilities for your family members. Make sure that the rules preserve the rights of family members and keep order. Create a list of chores for family members to do and compare these chores to government responsibilities.
7.14.16 Understand how the Constitution provides for a federal system of government. (14B)	Describe the separation of powers between the federal and state governments as described in the Constitution.	Language Arts: Create a brochure that explains the federal system of government. Provide examples of the separation of powers in your city or state.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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<p>7.14.17 Analyze the historical example of the implementation of the system of checks and balances for each branch of the federal government. (14B)</p>	<p>Find historical examples of the system of checks and balances, including the presidential veto, the Supreme Court declaring laws passed by Congress as unconstitutional, and Congress overriding a veto or passing an amendment to the Constitution in order to overrule a judicial decision. Use a cause-and-effect chart to show the results of your research.</p>	<p>Theater: In the early twenty-first century, the Supreme Court was called to check the power of the executive branch in <i>Hamdi v. Rumsfeld</i> and <i>Rasul v. Bush</i>. Debate with a partner as the attorney for the plaintiff or the defendant in one case and swap roles in the second case.</p>
<p>7.14.18 Describe the origins and development of slavery in the United States, its effects on African Americans, and its affects on the South's political development. (14C)</p>	<p>Make an annotated time line of important dates in the development of slavery in the United States, its effect on African Americans, and on the South's political development.</p>	<p>Math: Use the Internet or library resources to research population statistics for an area in the South during colonial times. In a graph, indicate the growth of African American population, and relate that growth to slavery.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.19 Explain the Three-Fifths Compromise. (14C)	Write a paragraph that explains the Three-Fifths Compromise, including why delegates to the Constitutional Convention created it.	Language Arts: Imagine that you are a delegate to the Constitutional Convention. Take the point of view of representative from the South or the North. Then, write an editorial that describes your point of view about the Three-Fifths Compromise.
7.14.20 Explain how women gained the right to vote in the United States and how this right is guaranteed in the Constitution. (14C)	Make a time line that shows the major events in the fight for woman's suffrage, including the passage of the Nineteenth Amendment.	Health: Use the Internet or library resources to research how women were involved in political movements of the early 1900s, such as temperance and child labor. Write an essay and explain why you think women were involved in these movements and how these movements affected public health.
7.14.21 Identify the leaders, goals, and achievements of the Civil Rights movement. (14C)	Make a list of important leaders of the Civil Rights movement. Then, list their goals and achievements and how they worked to gain civil rights.	Art: Make an illustrated time line of events during the Civil Rights movement. Use photographs, drawings, cartoons, and other sources to illustrate your time line.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.22 Explain how political parties help set the public agenda. (14D)	Write a report that explains the current goals of the major political parties in the nation, Illinois, and your city.	Technology: In small groups, create a political party for your school. Focus your party on one issue that you find important. Then, make an outline for a website that promotes your party, explain the beliefs of your party, and explains how your party will make changes to your the school. If possible, create a mock website using the Internet.
7.14.23 Describe how the foreign policies of the United States changed from isolationist to interventionist. (14E)	Use a cause-and-effect chart to describe how events before, during, and after the Spanish-American War, World War I, and World War II made the United States move away from isolationism and towards interventionism.	Art: Make an illustrated time line of foreign policy throughout American history. Show important events that caused the United States to become involved in world affairs, such as the Spanish-American War, World War I, and World War II.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.24 Identify the reasons for the wars with Native Americans and explain the development of federal policies concerning Native Americans. (14E)	As a class, review Jacksonian Democracy and the Indian Removal Act of the 1830s. Then, write a report that analyzes the changing diplomatic relations between the United States and Native Americans.	Art: To illustrate the changing diplomatic relations between the government of the United States and Native Americans, make a map of the movement of tribes through Illinois as they made their way to the Indian Territory.
7.14.25 Explain the shortcomings in the Articles of Confederation and why leaders argued for a new form of government. (14F)	Write an essay that explains the arguments against the Articles of Confederation. Include an explanation of how the Constitution fixed the problems of the Articles of Confederation.	Business: As a class, discuss how the lack of a uniform currency and the ability to tax citizens hurt the United States while under the Articles of Confederation. Then, write a paragraph that summarizes your class discussion. Include examples in your paragraph.

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Useful to Work on at Grade 7: 7.14.26 Describe the requirements to hold local, state, and national government positions. (14C)	Use the Internet or library resources to research requirements for different political positions. Make a chart that lists requirements for different political positions, such as President, senator, state representative, and mayor.	Art: Use the Internet or library resources to research the requirements for local, state, and national officials. Choose one political office, local, state, or national, and make a pamphlet that describes the job. List the requirements that candidates must possess.
7.14.27 Explain how special interest groups work to change public policy at the national, state, and local levels. (14D)	Choose a special interest group in your area. Then use the Internet or library resources to research how the group worked to pass certain laws. Write a paragraph that summarizes your findings, including the effectiveness of their actions.	Business: Use the Internet or library resources to research the history of a special interest group in the United States. Write a report explaining how that group has grown, how it has affected public policy, and how it has been active in Illinois and your community.
7.14.28 Identify occasions when individuals have succeeded in changing public policy at the local, state, or national level. (14D)	Use the Internet or library resources to research political activists in your city, in Illinois, or the United States. Then, make a list that identifies the activists and explains how they gain support for different causes.	Language Arts: Write a biography highlighting how a political activist has worked to change public policy.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 7

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7.14.29 Describe how the media can influence public policy. (14D)	Use the Internet or library resources to research political cartoons that try to persuade people to see a particular viewpoint on an issue. Then, create a concept map based on the cartoons' message. Subgroups on the map might include: audience, intention, and method of persuasion.	Art: Draw a political cartoon, using captions and images, to persuade people to accept your position on a particular issue.
7.14.30 Review principles that the United States has held in joining international organizations. (14E)	Use the Internet or library resources to research several United States' foreign policy goals, including international organizations that the United States has joined, such as the United Nations, and the goals or principles held by the United States that supported joining each organization. Use a concept map to summarize your findings.	Business: As a class, discuss how globalization and interdependence have made it necessary for the United States to join organizations, such as NAFTA. Then, write a paragraph that summarizes what you think about the United States joining international organizations. Support your essay with reasons and examples.

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7.14.31 Explain how the United States works with other countries to protect the environment. (14E)	Use the Internet or library resources to research environmental treaties of the past ten years. Then, write a report that identifies how the United States has taken part in them.	Science: Use the Internet or library resources to research scientific suggestions of how to protect the environment. Identify how the United States follows these suggestions. Explain your findings in a paragraph.
7.14.32 Analyze the political philosophy that serves as a foundation for the United States Constitution, as specified in the <i>Federalist Papers</i> . (14F)	Choose a section of the <i>Federalist Papers</i> . With a partner, analyze how the section describes the political philosophy of the Constitution. Summarize your findings in an essay.	Language Arts: Write a letter to the editor that supports the Constitution. Use ideas from the <i>Federalist Papers</i> in your argument.
7.14.33 Compare and contrast arguments for expanding or limiting the freedoms and protection of citizens that are outlined in the Bill of Rights. (14F)	Use the Internet or library resources to research why some leaders called for a Bill of Rights. Find arguments for and against the Bill of Rights being added to the Constitution. Summarize your findings in a report. Then, write a paragraph that explains why the Bill of Rights was added.	Language Arts: Working in groups, conduct a debate about the Bill of Rights. Have one group argue in favor of the Bill of Rights. The other group should argue against it. Use your research as a basis for your arguments. Then, act out your scene for the class.

Grade 7

State Goal 15

State Goal 15: Understand economic systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Master and Understand at Grade 7:</p> <p>7.15.01 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton about the government (e.g., democracy, the Alien and Sedition Acts) and the economy (e.g., bonds, tariffs, the National Bank, and the national debt from the American Revolution). (15A)</p>	<p>Make a two-column chart to compare and contrast the views of Thomas Jefferson and Alexander Hamilton on the following issues: democracy, the Alien and Sedition Acts, bonds, tariffs, the National Bank, and the national debt from the American Revolution. Then, write a paragraph stating whether or not you agree with Jefferson or Hamilton on the issues listed in your chart.</p>	<p>Art: Working in groups, review the Alien and Sedition Acts. Discuss whether you think that limits were needed on Americans' speeches and printed articles at that time. Then, discuss other ideas that Congress might have considered to solve the problem of disagreement. Create a poster to illustrate the connection between freedom of speech and the press and a democratic society.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.15.02 Analyze how the rise of capitalism, President Andrew Jackson's opposition to the Second Bank of the United States, and United States Supreme Court rulings affected the economic development of the United States during the early 1800s. (15A)	Write a report that analyzes how the rise of capitalism, President Andrew Jackson's opposition to the Second Bank of the United States, and United States Supreme Court rulings affected the economic development of the United States during the early 1800s.	Language Arts: Write an outline of a chapter that might have appeared in President Andrew Jackson's memoirs. The chapter should address Jackson's thoughts about the United States Supreme Court case <i>MuCulloch v. Maryland</i> and the Second Bank of the United States, his actions to defeat the Bank, and how his actions affected the United States economy. Working in pairs, exchange outlines and evaluate your partner's outline from the point of view of Jackson's publisher. Consider the clarity and order of the material and its publication value. Then, revise your outline based on its review.

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7.15.03 Describe the causes and effects of the War of 1812. (15A)	Make a two-column chart and label the columns <i>Causes of the War of 1812</i> and <i>Effects of the War of 1812</i> . Use the chart to summarize the causes and effects of the War of 1812.	Art: Working in groups, discuss and list the main events, people, and issues of the War of 1812. Rank your list by order of significance. Then, create trading cards for the ten most significant events, people, and issues. On the front of each card, provide a name and an image for the person, event, or issue. On the back, provide facts about the person, event, or issue. Share your cards with the class and discuss the similarities and differences between each groups' trading cards.
7.15.04 Describe how the American System plan (by Henry Clay) affected the United States economy. (15A)	Write a paragraph that describes how Henry Clay's American System plan proposed to strengthen the United States economy.	Art: As a class, discuss national symbols that promote unity, such as flags, anthems, symbolic figures, slogans, and so on. Then, discuss symbols that might have represented growing nationalism in the United States during the early 1800s. Create a "Then and Now" poster that shows a symbol for nationalism in the early 1800s and one for nationalism today.

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7.15.05 Describe the significance of cotton and the cotton gin to the development of the economy in the South. (15A)	Write an essay that describes how the invention of the cotton gin revived the economy of the South, including the effects of the economic boom on the region.	Business: As a class, discuss the different ways you have seen one product, such as a car, advertised. Then, work in groups to develop a marketing campaign that involves different types of media to promote Eli Whitney's cotton gin. Your marketing campaign should include a logo and slogan, brochure, poster, and newspaper print advertisement. Present your campaign to the class.
7.15.06 Evaluate the effects of slavery on the economic development of the South. (15A)	Write an essay evaluating how slavery affected the economic success of the South. Use facts and examples to support your essay.	Technology: During the 1930s more than 2,300 first-person narratives of former slaves were recorded and collected in <i>Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936–1938</i> . Use the Internet or library resources to research these oral histories at the Library of Congress. Identify one primary source that you find particularly descriptive or moving in its portrayal of the slavery experience. Read your selection aloud to the class and explain your reaction to it.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.15.07 Explain why consumer demand determines what producers will produce in a market economy. (15A)	Consider ways technological advances occurring over the last century have affected our market economy. Make a list of items or products that have required increased production because of larger than expected consumer demands.	Music: Write a song about how modern technology has changed the way people listen to music. Perform your song for family members or your classmates.
7.15.08 Identify factors that led to European exploration of the world. (15B)	Explain the significance of the printing and distribution of the tales of Marco Polo's travels in Asia and why it encouraged Europeans to explore other regions by sea.	Business: Working in four groups, research the trade activities of an Italian city, such as Genoa, Venice, Florence, or Siena, between 1000 and 1500. Gather information to be presented at a booth at a trade fair about trade between Italy and the Mongol Empire. Create promotional materials, such as flyers and brochures, to promote trade with your city.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

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7.15.09 Identify the economic reasons that European explorers wanted to find direct sea routes to Asia during the 1400s and 1500s. (15B)	Make a list of economic reasons that European explorers wanted to find direct sea routes to Asia during the fifteenth and sixteenth centuries.	Art: Create an advertisement for a voyage of discovery to search for new trade routes to India, China, and Southeast Asia. The advertisement should persuade people to join the adventure and provide information about the trip.
7.15.10 Identify the reasons for the Spanish exploration of North America. (15D)	Make a list of reasons for the Spanish exploration of North America.	Language Arts: Imagine that you are a Spanish explorer, such as Juan Ponce de León, Hernando Cortés, Francisco Vásquez de Coronado, or Hernando de Soto. Write a report to Spain about your expedition, including the reasons for your trip.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

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7.15.11 Describe how the encomienda system and slavery affected the economy of Spanish settlements in North America and South America. (15D)	Write a paragraph that describes how the encomienda system and slavery affected the economy of Spanish settlements in North America and South America.	Language Arts: Working in pairs, prepare arguments for each side of a debate about how Native Americans in the Spanish viceroyalties should be treated. One person should take the point of view of Bartolomé de Las Casas, who believed the Spanish should treat Native Americans with gentleness and kindness. The other person should take the side of a plantation owner and explain why Spain established the encomienda system. Use logical reasons to support your points of view. Then, debate the issue in front of the class and discuss which side presented the most persuasive arguments and why.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.15.12 Explain why the Virginia Company set up colonies in the Americas. (15D)</p>	<p>Make a list of reasons that explain why the Virginia Company wanted to set up colonies in the Americas.</p>	<p>Language Arts: Working in groups, create a Virginia Colony “Hall of Fame.” First, identify people who played an important role in the founding and growth of the colony. Next, list important facts about each person’s role in the colony. Then, use that information to make a biographical poster for each person, including a portrait and a short description of that person’s role in the Virginia Colony.</p>
<p>7.15.13 Describe the relationship between the English settlers of the Virginia Colony and the Native Americans. (15D)</p>	<p>Write a paragraph that describes the relationship between the English settlers of the Virginia Colony and the Native Americans.</p>	<p>Language Arts: Write a letter to persuade people to settle in the Virginia Colony. Be sure to describe the benefits of living in Virginia. Include a description of the relationship between the English settlers and the Native Americans.</p>
<p>7.15.14 Describe the purchase of Manhattan Island by the Dutch from the Native Americans. (15D)</p>	<p>Write a paragraph that describes the purchase of Manhattan Island by the Dutch from the Native Americans who were living there.</p>	<p>Language Arts: Put together a museum exhibit on Peter Minuit. Include a summary of Minuit’s achievements, an annotated time line of his life, drawings, models, and additional information. Display your exhibit for the class to review.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

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7.15.15 Explain how British and Spanish trade barriers affected the United States after the American Revolution. (15D)	Write an essay that explains how British and Spanish trade barriers affected the United States after the American Revolution.	Language Arts: Working in pairs, write a dialogue about the problems occurring between the United States and Britain or Spain immediately following the American Revolution. One person should take the role of an American official and the other should be either a British or Spanish official. In your dialogue, address how each nation views the other, why problems are occurring, and suggestions for possible solutions. Present your dialogue to the class. As a class, discuss the weaknesses in the Articles of Confederation that led to international problems.
7.15.16 Describe how the Articles of Confederation limited the power of the national government. (15E)	Make a list of the ways in which the Articles of Confederation limited the power of the national government. Then, write a paragraph that describes how today's national government differs from the one under the Articles of Confederation.	Language Arts: Imagine that the year is 1786. Write a letter to a newspaper in which you argue for changing the Articles of Confederation. Persuade your readers that the Articles have shortcomings. Support your opinion with reasons and examples. Then, share your letter with the class.

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<p>Significant to Develop at Grade 7:</p> <p>7.15.17 Identify exports produced in the local community or state. (15D)</p>	Make a two-column list and identify goods and services that are made or provided in your local community and Illinois and exported to other areas.	Technology: Create a power point presentation to convince other states to purchase goods or services produced in Illinois or your local community.
<p>7.15.18 Explain why countries benefit when they exchange goods and services. (15D)</p>	Use an atlas to study a thematic map, showing production and trade between different countries. Attach maps of the United States and a trading partner to a poster board. On directional arrows, write how each trading partner benefits from the exchange.	Technology: Deliver a mixed media presentation to your class that explains the choices of produce in the grocery store year round. Address how countries benefit when they exchange goods and services.
<p>7.15.19 Explain how specialization in the Spanish, French, and British colonies increased productivity in the economy. (15D)</p>	Make a graphic organizer to explain how specialization increased productivity in the economies that existed in early American colonies.	Language Arts: Create a flow chart to explain how specialization increases productivity on a large scale (between two countries of different climates) and a small scale (lunchroom cafeteria line).

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

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<p>7.15.20 Provide examples of how specialization increases interdependence among consumers and producers. (15D)</p>	<p>Research the European Union. Make a chart to show how specialization in the traditional centers of production has changed interdependence among consumers and producers from a national level to a multi-national level.</p>	<p>Art: Create a photo essay that shows how Illinois's natural resources affect specialization in trade and increase its interdependence with other states' consumers and producers.</p>
<p>7.15.21 Explain how technological changes have led to new and improved products. (15D)</p>	<p>Research newspaper archives and online sources to explain how genetic engineering of agricultural products has led to new and improved fruits and vegetables. Write a position paper, pro or con, on the potential consequences.</p>	<p>Music: Find examples of recorded music ranging from the past century to the present that illustrate changes in recording technology. Make a musical sampler that will allow a small group to appreciate the new and improved recordings.</p>
<p>7.15.22 Identify laws and government policies that protect property rights, enforce contracts, and maintain competition. (15E)</p>	<p>Use a search engine to find resources about the United States government, the Executive Department, and Federal Agencies. List those that protect property rights, enforce contracts, and maintain competition.</p>	<p>Language Arts: Review the Fifth Amendment to the Constitution, specifically the Takings Clause, to identify a law that protects property rights. Debate the need for additional regulations from the environmentalists' and businesses' side.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.15.23 Explain how laws and government policies affecting the economy have changed over time. (15E)	Make a time line that shows how laws and government policies on trade barriers have changed over time.	Language Arts: Read the book <i>The Jungle</i> by Upton Sinclair, Pocket, 2004. To show how laws and government policies have changed over time, make a sequence chart that begins with the Meat Inspection Act of 1906 and continues to the present with responses to Mad Cow Disease.
7.15.24 Describe the types of taxes levied by different levels of government, such as income tax, sales tax, and property tax, and describe how each is collected. (15E)	Make a three-column chart that identifies the types of taxes levied by local, state, and national government. Then, write a paragraph that describes each tax and how it is collected.	Language Arts: Use the Internet or library resources to research the Social Security tax. You may wish to research its history, its original purpose, changes in collections and payments, and problems with the system. Present your findings in an oral report.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work on at Grade 7: 7.15.25 Identify the productive resources households sell to businesses and the payments received for those resources. (15A)</p>	<p>Make a poster to show how your household contributes to the market economy. Identify the productive resources that are available in your household. What human resources do your family members offer to businesses? Show the relationship between each person's productivity levels and the payments he or she receives in return.</p>	<p>Business: Research a company whose headquarters is located in Chicago, Illinois. Create a chart showing the natural, human, and capital resources required to operate the company.</p>
<p>7.15.26 Identify the goods and services businesses sell to households and the payments received for those goods and services. (15A)</p>	<p>Make a list of ten goods and five services that your household uses regularly. Estimate the cost of each item on your list. Confirm each estimate by asking an adult in your household or by reviewing ads in your local newspaper.</p>	<p>Science: Choose an example from nature that illustrates the law of supply and demand. Identify the producers and consumers and create a graphic organizer showing the relationships among them within this natural cycle.</p>
<p>7.15.27 Explain how people are both consumers and producers. (15B)</p>	<p>Use a word web to explain how the principal of your school is both a consumer and a producer.</p>	<p>Religion: Describe the Catholic social teaching principle called the <i>Rights and Responsibilities of the Human Person</i>. Then tell how it relates to the economic concepts of consumers and producers, as well as supply and demand.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.15.28 Explain the benefits to consumers of competition among sellers. (15B)	Create an idea web to illustrate product differentiation.	Art: Producers pay celebrities to help differentiate their products. Collect pictures that represent this practice and create a display that shows why this is successful.
7.15.29 Analyze how competition among buyers impacts prices. (15B)	Make a flow chart to illustrate how competition among buyers can affect the price of goods and services.	Math: Make a graph to display the relationship of the number of homes available and the selling price of homes in Chicago, Illinois. Research the housing market to analyze the impact competition among buyers has on prices.
7.15.30 Analyze how changes in price affect producer behavior. (15C)	Look in <i>Statistical Abstracts: 2000</i> to find a table of one product's sales. Find the lowest price charged for that product and how many were produced. Do the same for the highest priced similar product. Make a table and predict the prices that will change the amount of goods the producer will produce.	Math: Extreme sports broadcasts increased the demand for skateboards and snowboards. Make a visual display, such as a graph, to show these and other items that suddenly became more popular. List their pre- and post-event prices. How did the producers react to these changes in price?

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.15.31 Identify non-price incentives to which people respond in the economy. (15C)	Make a list of non-price incentives to which people respond in the economy.	Language Arts: Discuss how non-price incentives, such as donating to a cause, affects consumer behavior. Make a pamphlet, listing producers who donate part of their profits to the Breast Cancer Awareness Movement.
7.15.32 Explain why responses to an incentive may vary because of differing values. (15C)	Write a position paper to explain why responses to an incentive may vary because of differing values. Use <i>green</i> , or environmentally friendly, cleaning products as an example to support your position.	Health: To explain why responses to an incentive may be due to differing values, make a poster illustrating the benefits to buying organic fruits and vegetables.

ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.15.33 Identify and describe determinants that might cause a product's supply to shift. (15C)	List and describe the six determinants of supply. Then, give examples of how each of the determinants can affect supply.	Business: Working in groups, imagine that you are opening a pizzeria. Analyze the six determinants of supply in relation to the start up of the pizzeria and prepare a supply briefing to present to the class. Questions you might consider include: <i>What types of resources are necessary to run a pizzeria? What factors could cause a change in the price and/or availability of needed resources? What kinds of technology are involved in running a pizzeria? In what ways might technological changes affect supply in this business? How does competition affect the pizzeria market? What kinds of related goods are involved in the pizzeria business? How might a change in the price of related goods affect this business? On what should expectations of future sales and demand be based?</i> Present your briefing to the class.

Grade 7

State Goal 16

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 7:</p> <p>7.16.01 Use multiple primary and secondary sources to compare accounts of an historic event. (16A)</p>	<p>Read an account of an important historical event, such as the Battle of Saratoga, in an encyclopedia or other reference book. Then find an account of the same event that was written by a witness of the event. In a paragraph, describe how the two accounts of the event differ.</p>	<p>Technology: Search various online databases to find different kinds of primary and secondary sources related to specific historic events or historical figures. Interview librarians and teachers to find out how researching primary and secondary sources was done prior to the creation of the Internet.</p>
<p>7.16.02 Understand how a primary source may be both fact and interpretation. (16A)</p>	<p>In a primary source, such as a letter or journal entry in which a person describes witnessing a historic speech, identify any opinions or feelings about the event that the writer gives. Then compare the person's opinions and feelings with those given by someone else in another primary source about the same event. In a Venn diagram, show similarities and differences in each person's interpretation of the event.</p>	<p>Language Arts: Study four or five different primary sources. In each, identify cue words and phrases that indicate that the writer is giving his or her opinion. Phrases to look for include <i>I think, I believe, I feel</i>, etc. Compile all of the word cues in a list.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.03 Use historical maps to draw conclusions about historical events or eras. (16A)	Compare historical maps of North America before and after the French and Indian War. Based on the information in the maps, draw a conclusion about the outcome of the war. Write a paragraph explaining your conclusions. Present your maps and your conclusions to classmates.	History: Copy onto poster board a historical map of the Indiana Territory at the time of the Louisiana Purchase. Draw conclusions about settlement patterns that developed in the Illinois Territory. Consider landforms, transportation needs, and availability of natural resources.
7.16.04 Explain how a significant historical event can have many causes. (16A)	With facts from your history text, explain the multiple causes of the American Civil War. Create a graphic organizer to show the individual causes leading to the war between the states.	Science: Use the Internet or library resources to research climate conditions in the southern Great Plains in the 1920 and 1930s. In a report, explain how these conditions were one cause of the Dust Bowl. Also explain how certain farming practices were another contributing factor of the Dust Bowl.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.05 Describe the role of personal beliefs in the competition for power within the British colonies. (US) (16B)	Record the definitions of these words: <i>public opinion, patriots, loyalists, and neutral</i> . Use all the words in a concept web that illustrates the different points of view about independence held by people in the British colonies by 1776.	Language Arts: Imagine that you are living in the colonies in 1776. Write a letter to your family in England in which you describe the revolutionary events that are happening in the colonies. Explain from both the Patriot and Loyalist perspectives the reasons for these events.
7.16.06 Describe the different groups that competed for power among the British colonies. (US) (16B)	In a table, contrast the political beliefs of Patriots with those of Loyalists.	Music: The patriotic song “Yankee Doodle” was first sung by the British to poke fun at the colonists. The colonists later changed the words so that the lyrics instead would poke fun at the British. Examine each stanza of the song, and identify Patriot point of views. Then write a song from a Loyalist point of view.
7.16.07 Explain how and why the British colonies fought for their independence. (US) (16B)	To evaluate the key causes and effects of relationships that resulted from the colonists declaring independence from Britain, write sentences to identify each new tax law that Parliament passed on the colonies and the colonists' reaction to it.	Business: To protest unfair tax laws, the colonists boycotted British goods. Research how the boycotts affected British and colonial businesses alike. In an essay, come to a conclusion whether the boycotts were effective.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.08 Summarize political and moral ideas that influenced the development of American constitutional democracy. (US) (16B)	Summarize how ideas about individual rights led colonists to want to be independent from Britain. Discuss the ideas behind the Enlightenment and the Great Awakening. Also discuss the writings of philosopher John Locke. Explain the principles expressed in the Declaration of Independence, specifically the rights to "life, liberty, and the pursuit of happiness."	Religion: Write a report summarizing how the decision to declare independence divided some churches in the colonies. Explain how the Church of England, or Anglican Church, which was led by the king, was especially affected. Come to a conclusion as to why many Anglicans in New England stayed loyal to the king, while many Anglicans in the Southern Colonies supported independence.
7.16.09 Analyze the philosophy of government expressed by the colonists in the Declaration of Independence. (US) (16B)	Define <i>preamble</i> and <i>grievances</i> . Make an outline to show how the Declaration of Independence expresses the idea that a government gets its power from the people.	Language Arts: Write a paragraph explaining which phrase from the Declaration of Independence expressed the colonists' need to secure individual rights.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.10 Debate the positions of James Madison and Patrick Henry, whose ideas about representative government affected the United States government during its early national period. (US) (16B)</p>	<p>Contrast James Madison's position for a strong national government with Patrick Henry's reasons for keeping the Articles of Confederation. With a partner, debate the advantages and disadvantages of each plan. Then come up with ways the two sides could compromise.</p>	<p>Theater: Write a skit in which James Madison and Patrick Henry debate the most effective relationship between the states and the national government.</p> <p>Language Arts: Write a biography of James Madison that focuses on his role in the ratification of the United States Constitution.</p>
<p>7.16.11 Analyze the success of the Articles of Confederation and the United States Constitution in implementing the democratic ideals expressed in the Declaration of Independence. (US) (16B)</p>	<p>Create a Venn diagram to illustrate the relationship between the powers of the national and state governments under the Articles of Confederation and the United States Constitution. Use the comparison to come to a conclusion about which plan most successfully implemented the ideals expressed in the Declaration of Independence.</p>	<p>Language Arts: While the Articles of Confederation was written to establish a form of government based on the Declaration of Independence, it was not a strong system of government. However, it was necessary in order to design the United States Constitution. Write an essay in which you discuss why the Articles of Confederation was a valid transitional government.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.12 Compare and contrast the points of view of the Federalists and the Anti-Federalists. (US) (16B)	Use a graphic organizer to illustrate the views of James Madison, Alexander Hamilton, and John Jay as evident in the <i>Federalist Papers</i> .	<p>Theater: Create two character sketches featuring a Federalist and an Anti-Federalist. As dialogue, use quotes found in primary sources. With a partner, take turns reciting a monologue by each character. Ask classmates to determine which character is speaking.</p> <p>Technology: Compose a multimedia presentation comparing and contrasting historical and contemporary platforms of the National Democratic and Republican Parties.</p>
7.16.13 Understand the significance of Thomas Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment to the Constitution. (US) (16B)	Create an idea web to illustrate the differing views of the founding fathers on the separation of church and state.	Religion: With a classmate, debate the issue of separation of church and state as it exists in politics today.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.14 Analyze the principles and concepts in the Illinois Constitution that were influenced by American ideas between 1777 and 1781. (US) (16B)	Make a compare and contrast chart showing significant features of these two documents: Illinois Bill of Rights and the United States Constitution Bill of Rights.	Language Arts: Make a Venn diagram to compare and contrast the positions of Illinois politicians, republican Abraham Lincoln and democrat Stephen A. Douglas. How did the politicians' positions fit within the principles of the Illinois Constitution?
7.16.15 Determine voting qualifications and election rules as outlined by the Illinois Constitution. (US) (16B)	List the voting qualifications for the state of Illinois.	Language Arts: In a small group, debate whether a convicted felon should lose the right to vote.
7.16.16 Map the power and structure of the Illinois Legislature. (US) (16B)	Create a flowchart to illustrate the composition and structure of the Illinois General Assembly.	Language Arts: Trace a map of Illinois and mark your legislative and representative district. Identify your senator and representative and their party affiliations.
7.16.17 Understand role and structure of the executive and judicial branches of the Illinois state government, as defined in the Illinois Constitution. (US) (16B)	Outline the officers, terms, and powers of the executive branch of the Illinois state government.	Language Arts: Use the Internet or library resources to research the judicial branch of the Illinois state government. Debate the merits of elected versus appointed judges at any level.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.18 Describe how the Illinois Constitution provides for the collection of revenue. (US) (16B)</p>	<p>Use a chart to enter the various taxes collected in accordance with the Illinois Constitution.</p>	<p>Math: Determine the amount of the Illinois state budget allotted to education. What percentage of the total budget does this amount to? Compare Illinois's educational spending with that of three other states.</p> <p>Home Economics: In a table, describe the different kind of taxes your family pays. Determine which kind of tax amounts to the largest part of your family's budget: income tax, real estate tax, or sales tax.</p>
<p>7.16.19 Understand under what circumstances the Illinois Constitution may be revised. (US) (16B)</p>	<p>Trace the path an amendment to the Illinois Constitution must follow, from beginning to end.</p>	<p>Language Arts: Research how many times the Illinois Constitution has been revised, and why it was revised. Compare the amendment history of the Illinois Constitution with that of the United States Constitution.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.20 Examine the economic motivations that led to exploration and colonization of the Americas. (US) (16C)	Create a chart that categorizes the various countries that established colonies in the Americas and each country's economic incentives for doing so.	Religion: "God, gold, and glory" was the conquistadors' motto in the Americas. What did this mean to them and to Native Americans? Write five journal entries a conquistador might have made about his explorations and observations.
7.16.21 Examine economic systems of the early Spanish, English, French, and Dutch colonies (1500-1600). (US) (16C)	Make an outline that details the economic systems of the Spanish, English, and Dutch colonies of the sixteenth century.	Language Arts: Imagine that you are a settler in New Netherland. Write several journal entries that explain the economic activities in which you take part. Be sure to explain why you participate in those activities.
7.16.22 Describe the economy used in different areas of the British colonies, including New England and the Middle Colonies. (US) (16C)	Create two graphic organizers that designate factors that contributed to each region's economies. Then write a paragraph that analyzes the similarities and differences between the regions.	Theater: Mercantilism caused problems in the colonies. Britain needed wealth from its colonies to consolidate its power, and it did not allow the colonies to trade with any other countries. Present an oral persuasive presentation that supports the colonies' wealth and power instead of Britain's.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.23 Describe the agrarian economy in the South, and explain why slavery was important to its success. (US) (16C)	Create a time line that shows events in the development of slavery from the 1500s to the 1800s.	Language Arts: Use the Internet or library resources to research the importance of agriculture to the Southern Colonies. Write a report based on your findings. Include information about how the practice of slavery supported the Southern economy.
7.16.24 Identify economic interests that contributed to the American Revolution. (US) (16C)	The American Revolution was brought about by tensions between the colonists and Britain. Make a cause-and-effect chart showing the reasons the British enacted the Sugar, Stamp, Townshend, and Tea Acts and their descriptions. Include why the colonists were angered and how they responded.	Art: The British levied many taxes on the colonists, but conditions deteriorated further when the Quartering Act required colonists to provide room and board, transportation, and fuel to British soldiers. Create a large banner to drape in the meeting room of the First Continental Congress that protests the British acts.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.25 Describe how financing, inflation, profiteering, and hoarding contributed to economic hardship during the American Revolution. (US) (16C)</p>	<p>Create a cause-and-effect chart that identifies the roles of financing, inflation, profiteering, and hoarding during the American Revolution.</p>	<p>Business: Inflation is caused by the decreasing value of currency and the resulting decreasing buying power of that currency. Use the Internet or library resources to research how inflation affected the prices of certain goods. Use your research to participate in a class discussion involving the economic hardships that occurred during the American Revolution.</p>
<p>7.16.26 Examine how the Louisiana Purchase of 1803 affected the economic development of the United States. (US) (16C)</p>	<p>Use the Internet or library resources to research the natural resources that were found in the lands of the Louisiana Purchase. Then write an essay that discusses the economic value of this land and how it contributed to the overall economy of the United States.</p>	<p>Art: Imagine that you are traveling with Lewis and Clark as they explore the lands of the Louisiana Purchase. The explorers have asked you to draw a picture of what you see to add to their journals. Sketch a picture of the land, including some of the natural resources found in the region.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.27 Recognize the purpose of economic incentives associated with westward expansion. (US) (16C)</p>	<p>Write an essay that describes how government legislation, such as the Homestead Act and the Morrill Act, encouraged people to move to the West and start farms.</p>	<p>Language Arts: Imagine that you are a pioneer who is moving out west. Write a letter to a family member back east. In your letter, describe what you hope to accomplish once you arrive at your destination, and compare life in the West to life in the East.</p>
<p>7.16.28 Analyze the economic causes and consequences of the War of 1812. (US) (16C)</p>	<p>Create a cause-and-effect chart that describes the economic causes and effects of the War of 1812.</p>	<p>Language Arts: Imagine that you are involved in the shipping industry in the early 1800s. Write several journal entries that discuss how the War of 1812 both negatively and positively affects your business.</p>
<p>7.16.29 Outline the economic impact of the Industrial Revolution on the United States. (US) (16C)</p>	<p>Identify and describe how new technology, interchangeable parts, and mass production affected the economy of the United States during the Industrial Revolution.</p>	<p>Technology: Use the Internet or library resources to research several major inventions of the Industrial Revolution. Write an essay that discusses the economic changes those inventions brought about.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.30 Evaluate the economic effects of Jacksonian democracy on the Second Bank proposal, the spoils system, and the Indian Removal Act. (US) (16C)	Create an outline that details the various aspects of Jacksonian democracy. Include the Second Bank proposal, the spoils system, the Indian Removal Act, and the effects these actions had on individuals and groups.	Language Arts: Use the Internet or library resources to research Andrew Jackson's use of the spoils system. Determine how this affected the United States economy, and present an oral report on your conclusion.
7.16.31 Explain the economic benefits of the expanding borders of the United States as a result of the Mexican-American War and the admittance of the Republic of Texas into the Union. (US) (16C)	Create a graphic organizer that illustrates events that led to the expansion of the United States.	Art: Look at paintings that portray the ideas of manifest destiny and expanding the United States' borders, such as John Gast's <i>American Progress</i> . Participate in a class discussion that analyzes what aspects of the paintings show the mindset many people held at the time of wanting to increase the size of the United States. Connect those visual clues to economic ideas.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.32 Compare and contrast the characteristics of early English, Spanish, French, and Dutch colonies in North America. (US) (16D)	Make a table to compare and contrast the characteristics of early English, French, Spanish, and Dutch colonies. Consider the following questions: <i>Where were these colonies located? What motivated colonists to settle in these areas? How were the colonies organized?</i>	Art: Make an illustrated map of the early colonies in North America. Use illustrations to decorate your map.
7.16.33 Describe daily life in the New England Colonies and the colonists' relationship with Native Americans. (US) (16D)	Imagine that you are one of the original settlers of the Plymouth Colony. Write a letter to a family member back in England. In your letter, describe your voyage on the <i>Mayflower</i> and the first few months after you arrived in North America.	Theater: Do library research to learn more about the first Thanksgiving. Write a play to portray this event. Then, as a class, perform the play.
7.16.34 Describe daily life in the Middle Colonies and how the Great Awakening affected them. (US) (16D)	Use a Venn diagram to compare and contrast the Middle Colonies and the New England Colonies.	Religion: Write a definition of religious toleration. As a class, discuss the history of this concept and why it is important in the United States today.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.35 Describe daily life in the Southern Colonies and the influence of slavery. (US) (16D)</p>	<p>Draw an illustration of a typical southern plantation. Be sure to label the different parts of the plantation on your illustration.</p>	<p>Music: Find recordings of early Gospel music. Then, research the history of this style of music. As a class, listen to the recordings, and discuss other influences enslaved people had on present-day culture in the South.</p>
<p>7.16.36 Identify and explain ways people adapt, use, and change their environments by their use of land (planting and harvesting crops, raising animals, hunting game, gathering resources) and their use of water (creating waterways, dams, wells, and irrigation). (US) (16E)</p>	<p>Choose an environmental project, such as a dam or mine, near your community or your state. Research the project, and write a report about how it affects the environment and how people try to reverse any negative effects.</p>	<p>Technology: Research forms of irrigation used by early people. In a chart, compare early forms of irrigation with forms of irrigation used in modern times.</p>
<p>7.16.37 Identify ways that early settlers adapted to, used and changed the environment prior to 1818. (US) (16E)</p>	<p>Locate and label the Spanish, Dutch, French, and English colonies on a map of North America in the early 1500s. List some effects on the environment caused by this dispersion.</p>	<p>Health: Research the Jamestown settlement. In a paragraph, explain how the swampy environment affected the health of people living there, and describe how people adapted to and modified the swampy environment to improve their health.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.38 Examine how the early settlers west of the Appalachians into the Ohio Valley and what is now Illinois adapted to, used, and changed their environment. (US) (16E)</p>	<p>Research how early settlers interacted with the environment. Make a chart that shows how Ohio Valley settlers adapted to, used, and changed their environment. List three examples for each column.</p>	<p>Language Arts: Create a brochure that a company might have created to attract European settlers to the Ohio Valley. The brochure should use persuasive language in promoting the colonies as new land of opportunity.</p>
<p>7.16.39 Describe how settlers moving west affected the land and the people living on it. (US) (16E)</p>	<p>Use the Internet or library resources to research a Native American group that lived in the Great Plains region. Make a cause-and-effect chart that shows how American expansion affected that group.</p>	<p>Music: Imagine that you are a settler moving west in the 1800s. Write lyrics to a song about why you are moving west. The lyrics should describe your environment and how you interact with the environment.</p>
<p>7.16.40 Explain the move from an agricultural to an industrial economy, as a result of the Industrial Revolution. (US) (16E)</p>	<p>Make a time line that shows major events in the Industrial Revolution, with regards to the move from an agricultural to an industrial economy.</p>	<p>Art: Make a poster for an invention made during the Industrial Revolution. Describe how the invention will help people and any affects it will have on the environment.</p>
<p>7.16.41 Describe how urbanization and suburbanization affected the environment. (US) (16E)</p>	<p>In a short essay, explain how the Industrial Revolution and the invention of the automobile affected urbanization and suburbanization in the United States.</p>	<p>Math: Choose a suburb in Illinois. Find population statistics of that suburb from 1950 to the present. Make a graph that shows the change in population.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.42 Understand how farming influenced people to build settlements. (US) (16E)	In a paragraph, explain the difference between nomadic and agricultural lifestyles.	Science: Grow a food item, such as a tomato plant or basil plant, in your yard or inside your house. Research the best ways to take care of the plants.
7.16.43 Explain how European and Asian exploration and contact affected their respective environments. (W) (16E)	Make a flowchart that shows the effects of Marco Polo's expeditions to Asia on the European environment.	Art: Make a map that shows the trade routes of early explorers, such as Marco Polo. On the routes, indicate the explorer/trader and what goods they bought and sold.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 7</p> <p>7.16.44 Compare two different interpretations of a historical figure or event. (16A)</p>	<p>Research two primary sources about Thomas Jefferson and his political views. One account can be from the perspective of an African American, and the other account can be from one of Jefferson's peers. Identify the differing perspectives in each source. Participate in a discussion about the difference in interpretations, based on the authors' perspectives, backgrounds, and experiences.</p> <p>Create a skit that interprets the passage of the Stamp Act from the points of view of the American colonists and the British Parliament. Present the skit to your class.</p>	<p>Language Arts: Compare the viewpoints presented in Patriot newspapers and Loyalist newspapers during the American Revolution. In a chart, list the descriptive words that each newspaper uses in their accounts of a particular event. Challenge a partner to identify which newspaper would have described the event that way.</p> <p>Language Arts: Compare a letter written by George Washington with a biography about him. Pose a research question and determine which source is best suited to answer the question. Discuss the importance of framing research questions to help focus your research.</p>
<p>7.16.45 Analyze the political documents after which the United States Constitution was modeled. (US) (16B)</p>	<p>Create a graphic organizer that shows how the democratic principles in the United States Constitution are similar to those in the Magna Carta, the English Bill of Rights, and the Mayflower Compact.</p>	<p>Language Arts: Study the wording of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. Identify words, phrases, and political ideas that are similar to those in the United States Constitution.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.46 Analyze the resolutions included in the United States Constitution regarding the status of Native Americans and enslaved people. (US) (16B)</p>	<p>Analyze how delegates at the Constitutional Convention came up with the Three-Fifths Compromise. Address these questions in your analysis: <i>Why did the issue of slavery come up at the Constitutional Convention? What reason did northern delegates give for arguing that enslaved people should not be counted as part of a state's population?</i></p>	<p>Math: Research population data from the states at the time of the Constitutional Convention, including the number of enslaved people in each state. What was the population of each state if all enslaved people in that state were counted? What was the population of each state if only three-fifths of enslaved people in that state were counted? Present the data in a table. Then conclude how Congressional representation of each state would be affected by each method of determining population.</p>
<p>7.16.47 Understand the function of the Electoral College as a political institution. (US) (16B)</p>	<p>Define <i>popular sovereignty</i> and explain how it relates to the development of the Electoral College.</p>	<p>Theater: Write a skit in which representatives in different branches of government debate the merits of the Electoral College today.</p> <p>Language Arts: Make a persuasive pamphlet to convince Americans in 1791 that an Electoral College is in their best interests.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.48 Understand the principles of constitutionalism, and explain how the Constitution preserves individual rights. (US) (16B)</p>	<p>Define the following principles and describe how they are related to the preservation of individual rights: <i>federalism, dual sovereignty, separation of powers, checks and balances, and majority rule.</i></p>	<p>Language Arts: Review the rights and freedoms protected in the Bill of Rights. List several examples of individual liberties that are protected in the Bill of Rights that you enjoy every day. Then explain why it is important for those rights and freedoms to be protected and how the Constitution preserves them.</p>
<p>7.16.49 Describe the basic lawmaking process and how the Constitution provides numerous opportunities for citizens to participate in the political process. (US) (16B)</p>	<p>Create a flowchart to show how a bill becomes law.</p>	<p>Language Arts: Create a pamphlet to inform citizens how they can become part of the political process and influence government through elections, political parties, and interest groups.</p>
<p>7.16.50 Examine major changes made to the Constitution through amendments. (US) (16B)</p>	<p>Use a graphic organizer to describe the amendments dealing with equal rights, income tax, Prohibition, and voting rights for African Americans and women.</p>	<p>Language Arts: Analyze the work of progressives, and write a paragraph to explain why they pushed for so many amendments.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.51 Summarize the significant events in the history of the United States Supreme Court. (US) (16B)</p>	<p>Create a time line to show actions taken by the United States Supreme Court on the issues of checks and balances, segregation, desegregation of public schools, and New Deal legislation. Describe the effects of these decisions, then and now.</p>	<p>Language Arts: Write a position paper on <i>Dred Scott v. Sandford</i>. Consider how relations between the North and the South might have been affected if the Court had ruled in favor of Dred Scott.</p>
<p>7.16.52 Summarize how the United States developed as a world political power. (16B)</p>	<p>Analyze how democracy spread to other parts of the world after the United States created its democratic government. In a table, compare revolutions in France and Latin America to the American Revolution.</p>	<p>Technology: On a world map, trace the spread of democracy since the American Revolution.</p>
<p>7.16.53 Understand the significance of new land policies and their impact on Native American communities. (US) (16D)</p>	<p>Research a treaty signed by a Native American group and the United States government. Use this information to participate in a class discussion about the policies of the United States government towards Native Americans in the early 1800s.</p>	<p>Theater: Native Americans fought to save their culture in the 1800s. Answer the following question: <i>How did competition for the same land lead to the Indian Wars?</i> Then re-enact the Battle of the Little Bighorn.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.16.54 Describe some of the early frontier communities west of the Appalachians, including the Northwest Territory, which included the present-day state of Illinois. (US) (16D)	Write two journal entries. In the first, describe your family's life as settlers in the Northwest Territory. In the second, describe your family's life as they set off as pioneers on the westward trip to the Utah Territory.	Art: Research how your community looked during frontier times. Make two dioramas, one for today and one for frontier times.
7.16.55 Identify events that have shaped world social history. (W) (16D)	In a paragraph, describe an event that shaped world social history, such as a famine, mass migration, plague, or the slave trade.	Language Arts: Research the history behind the words of the nursery rhyme <i>Ring Around the Rosy</i> . Then, learn more about the Black Plague that swept across Europe in the 1300s. Write a poem about the effects of this pandemic.
7.16.56 Describe the consequences of events that have shaped world social history. (W) (16D)	In a paragraph describe the impact of an event, such as a famine, mass migration, plague, or the slave trade, that shaped world social history. Be sure to include in your paragraph any lasting effects of this event, and how it might affect people today.	Technology: Identify an invention made within the last 10 years. In a paragraph describe the impact this invention has had on people today. Then, predict how this technology might affect people in the future.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.57 Describe the significance of social factors, such as status, role, customs, traditions, norms, and values, during a turning point in United States social history. (US) (16D)</p>	<p>In the 1920s, the United States shifted from mostly rural to mostly urban with vastly different values. Compare and contrast these two ways of life with a Venn diagram.</p>	<p>Language Arts: Make a cause-and-effect chart to define Prohibition, tell what caused it, and explain the effects of the Eighteenth Amendment to the Constitution.</p>
<p>Useful to Work on at Grade 7: 7.16.58 Evaluate the effect of audience, place, and context on the interpretation of primary source material. (16A)</p>	<p>In a debate in 1858 with Stephen A. Douglas in Ottawa, Illinois, Abraham Lincoln made some statements that would indicate inconsistencies in his political beliefs. Review the text of the debate. Identify the inconsistencies in Lincoln's statements. Write an essay speculating on how the audience, place, and context of the debate might have influenced what Lincoln chose to say.</p>	<p>Technology: Visit the websites of your Illinois senators and representatives. Watch or read interviews that are recorded on each legislator's site. Discuss how the politicians carefully compose their answers, depending on their audience. Theorize how public access to politicians via the Internet influences their statements.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.16.59 Place a series of events from the past on a time line, categorizing each event according to its political, economic, environmental, or social importance. (16A)</p>	<p>Find or create a time line of events leading up to the American Revolution. Use a color-code system that shows whether each event was of political, economic, environmental, or social importance. Include a color key on your time line.</p>	<p>Art: Make two illustrated time lines, one for Illinois and one for the United States. Align one next to the other to compare important events occurring from 1820 (passage of the Missouri Compromise) to 1861 (beginning of the Civil War). Explain how comparing parallel time lines helps in understanding history.</p>
<p>7.16.60 Recognize models as tools to organize historical data and demonstrate relationships between people and events. (16A)</p>	<p>Use historical model (e.g., biographies, political issues and conflicts) to interpret one or more political, economic, social, technological or religious event that contributed to the Age of Exploration. Use your model to organize historical date and demonstrate relationships between geography, people, and events.</p>	<p>Theater: In small groups, write a play about a cause of the American Revolution to show the relationships between the American colonists and the British as well as the events that occurred as a result of those relationships. Perform your play for the class.</p>

Grade 7

State Goal 17

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Develop at Grade 7:</p> <p>7.17.01 Understand how to read and make several types of maps, including political and physical. (17A)</p>	<p>Compare several types of maps of Illinois, including a political map, a physical map, a natural resources map, and a population map. Explain what each map represents.</p>	<p>Physical Education: Research several professional sports teams and the locations of their home fields. Plot on a sketch map of the United States each team's location. Include the National Football League's Chicago Bears. Evaluate the spatial distribution of the teams, and write a generalization about why these sports teams are located where they are.</p>
<p>7.17.02 Analyze physical and human environments in Illinois and the United States to determine ways that people adapt to and modify their environment. (17C)</p>	<p>Consider the Chicago elevated rapid transit system and Hoover Dam in Nevada as examples of people modifying and adapting to physical and human environments. Describe both and tell how each solved a problem for people in the area. Share what you learned with classmates in a small group.</p>	<p>Technology: The United States interstate network was a massive and innovative building project. Draw this network on a map of the United States. Research the underlying reason it was built and write a paragraph about it.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.17.03 Analyze the colonization, immigration, and settlement patterns of the American people from 1789 to the 1850s. (17D)	Identify the effects on the American people of physical geography and political geography, and transportation systems that were developing at the time. Show your findings in a drawing or diagram.	Language Arts: Make a cause-and-effect chart that shows why people moved to different parts of the United States and why people from other countries immigrated. Be sure to indicate from where and to where people moved.
7.17.04 Describe instances of how places and spatial patterns can be changed or destroyed as a result of natural processes. (17D)	Identify and describe an instance of how a place can be changed as a result of natural climate changes over time, as well as being a result of natural disasters. Make a collage of photographs of several places that were changed or destroyed as a result of either long-term natural processes or natural disasters. Share your collage with classmates, and propose predictions about global changes in spatial patterns.	Science: Look at a map of the Hawaiian Islands in the Pacific Ocean. Create a sketch map of them and describe how the islands' formation and pattern are instances of Hawaii being changed as a result of natural processes. Discuss your map with other classmates' maps.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.17.05 Examine the influence of location and physical setting on the founding of the original 13 colonies. (17D)</p>	<p>Identify and map the locations of the colonies and the Native American nations already inhabiting these areas. Role-play with a partner or in a small group the interactions you might have expected to see when Europeans arrived and met the native Americans there.</p>	<p>Music: Write lyrics to a song that explain the geography of one of the original 13 colonies. Make sure your lyrics describe why people chose to settle in that colony.</p>
<p>7.17.06 Examine the roles that human and physical geography played during major military battles, campaigns, and turning points in the American Revolution. (17D)</p>	<p>Study the Battle of Yorktown and explain how the geography of the town helped the Americans and the French surround the British.</p>	<p>Art: Make a map that shows important battles of the American Revolution. Also include important physical features.</p>
<p>7.17.07 Describe how humans have adapted to environmental changes caused by natural processes. (17D)</p>	<p>Erosion is a fact of life at Florida's sandy beaches. How have the people who live on these beaches adapted to the environmental changes caused by this natural process? Communicate your findings with in a visual exhibit.</p>	<p>Science: Look at photos of Mt. St. Helen before and after its eruption. Make a photo exhibit. Use captions to describe how the area's residents have adapted to the environmental changes caused by the eruption.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.17.08 Explain how an environmental change in one part of the world can affect places in other parts of the world over periods of time. (17D)	Research different times of bad harvests throughout history, such as the potato famine in Ireland. Make a cause-and-effect chart that shows the effects of bad harvests.	Science: Research red tide and create a diagram that illustrates how this environmental change can affect places in other parts of the world over time.
Significant to Develop at Grade 7: 7.17.09 Identify and label continents, other major landmasses, oceans, and bodies of water on a map. (17A)	Create a world map. Label important landforms and bodies of water. Draw lines of latitude and lines of longitude on your map.	Language Arts: Use a globe to identify several locations using only their degrees of latitude and longitude. Exchange your list with a partner. Can he or she locate on a map and name the places you chose?
7.17.10 Understand how the equator and the prime meridian divide earth into hemispheres. (17A)	Recognize why it is important to divide Earth into hemispheres. With a partner, list a physical feature of Earth. Have your partner tell in which hemispheres that feature is located.	Art: Make two models of Earth. Cut one model in half at the prime meridian and label the hemispheres. Repeat the same process for the other model, cutting it at the equator.
7.17.11 Understand how the availability of water affects the physical environment and settlement patterns. (17B)	On a map, locate the largest cities in the United States. Estimate the distance between each city and the nearest body of water. Think about the reasons why many of the largest cities are located close to bodies of water.	Business: Research the growth of factories in the nineteenth century. Write a paragraph that explains why many factories were built near rivers or other bodies of water.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.17.12 Explain how the Earth-Sun relationship and different climates affect the environment. (17B)	Make a climate map of the United States. Use different colors to indicate the different kinds of climate.	Science: Make a model that shows the relative positions of the earth and sun during each of the four seasons.
Significant to Develop at Grade 7: 7.17.13 Using maps, explain the different patterns in population density in the United States. (17C)	Examine a map and a description of Chicago. Consider geographic and economic factors that play a role in choosing a settlement location. Show population distribution with red dots on a sketch map that you make of the Island and nearby landforms. Write a paragraph to describe the factors you considered when deciding the density of population to show in each area.	Math: The estimated population in the United States just crossed the 300,000,000 mark. The size of the country is 3,537,441 square miles. Calculate the population density by dividing the size into the population.
7.17.14 Identify social, political, and economic factors that affect migration and population growth. (17C)	Make a three-column chart with the headings <i>Social</i> , <i>Political</i> , and <i>Economic</i> . In each column, write down factors in that category that affect migration and population growth.	Health: In the mid 1800s, during the potato famine, many Irish people immigrated to other countries, including the United States and Canada. Do research to find the population of Irish people in the United States from 1840 to 1860. In a paragraph, explain the reasons why you think many Irish people came to the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.17.15 Understand the factors affecting settlement for early people, including proximity to bodies of water and fertile soil. (17C)	Identify early American settlements and create a historical map. On your map label bodies of water and other physical features. Think about how the environment affected where people settled.	Technology: Study early forms of irrigation in Native American societies. Compare early forms of irrigation to today's forms of irrigation, and show your comparisons in a chart.
Useful to Develop at Grade 7: 7.17.16 Describe how aerial photographs and satellite images convey geographic information. (17A)	Make a two-column chart with the headings <i>Aerial Photos</i> and <i>Satellite Images</i> . List the distinguishing characteristics of each kind of spatial representation. At the end of each column, explain how the visual is used to convey geographic information.	Technology: Choose a satellite that was launched in recent years. Write a report about that satellite. Explain the data that the satellite has collected and how the satellite has contributed to the understanding of geography.
7.17.17 Understand how graphs, charts, and models can help people create maps. (17A)	Study graphs, charts, and models that accompany maps in your textbook. Write a paragraph explaining how the data supplements or helps explain the maps.	Math: Use a population chart, graph, or other visual representation to create a population map of the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.17.18 Describe how plate tectonics, erosion, and soil formation have affected the environment. (17B)	On a map, identify landforms, such as the Appalachian Mountains, the Rocky Mountains, and the Grand Canyon in the United States that were formed by natural processes.	Language Arts: Write a poem about a famous landform in the United States. Describe the landform and explain the feelings it invokes in Americans.
7.17.19 Comprehend how parts of an ecosystem work together to maintain a balance. (17B)	Use an almanac to gather precipitation and temperature ranges for Illinois, Arizona, and Florida. Attach a large map of the western hemisphere to poster board. Cut and paste pictures of plants and animals that can be found in the climate region with which they are associated.	Science: Identify a plant or animal species that was accidentally introduced into a new ecosystem. Explain its effects in the new ecosystem.
7.17.20 Identify how changes in parts of an ecosystem can cause larger changes. (17B)	Predict the effects of a hurricane coming ashore in a coastal community. Make a cause-and-effect chart. Draw arrows from each cause that applies to your predicted effects. Brainstorm with a partner to fill in several scenarios.	Math: Draw a diagram of how the rise in temperature of the Atlantic Ocean off the coast of Africa forms El Nino. Make a sequence chart to show how this environmental change affects places in other parts of the world over periods of time.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.17.21 Formulate several hypotheses about relationships among resources, manufacturing and service industries, transportation, and population densities in different regions of the United States. (17C)</p>	<p>Chicago is a densely populated area. Research characteristics of the city that drew people to this location. Consider what people want and need in their lives. Organize the facts you accumulated during your research into a chart, and formulate several hypotheses about the relationships among these things.</p>	<p>Technology: How might the growing sophistication and accessibility of computers impact the traditional relationships among industries, resource locations, and population density? Write an essay about the impact of computers on the future of business and industry.</p>
<p>7.17.22 Synthesize information about the settlement of New Orleans by the French and explain how human characteristics of the city were influenced by acculturation. (17D)</p>	<p>Make a glossary of French words assimilated by the residents of Louisiana.</p>	<p>Art: Take photographs in your community to show how human characteristics are influenced by the acculturation of the Hispanic population.</p>

Grade 7

State Goal 18

State Goal 18: Understand social systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
Critical to Understand and Master at Grade 7: 7.18.01 Describe how culture is a reflection of its people and their beliefs, as shown in its art, music, and/or architecture, and in its institutions. (18A)	Make a list to show how culture is a reflection of its people and their beliefs as shown in art, music, architecture, and its institution. Be sure to find examples of each.	Music: Pick a song you like, and write a paragraph describing how it reflects your culture.
7.18.02 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. (18A)	Point out that the Declaration of Independence says that each person has the right to life and liberty. Then write a paragraph, drawing conclusions on how this phrase could have changed the way people viewed slavery.	Language Arts: Use the Internet or library resources to research the court case of Elizabeth Freeman. Imagine you are a reporter covering the case. Write an article about the jury's decision.
7.18.03 Identify common themes in American art as well as transcendentalism and individualism. (18A)	Write down a list of themes that are common in American art, transcendentalism, and individualism.	Art: Make your own painting that expresses a common American theme. Title your painting, and explain its meaning to the class.
7.18.04 Explain how technology and the media have impacted expressive culture. (18A)	Research the invention of the printing press. Use a cluster diagram to show how this impacted the media and American culture. Think of other technological inventions that have done the same thing.	Technology: Research some of the newest technology related to the media. Then write a paragraph drawing conclusions on how this new technology will impact culture.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.18.05 Describe the cooperation and conflict that existed among the Native Americans and between Native Americans and the new settlers. (18B)</p>	<p>Write a paragraph analyzing the cooperation and conflict within Native American tribes. Write another paragraph that compares the cooperation and conflict within tribes with the cooperation and conflict of the Native Americans and European settlers.</p>	<p>Science: Use the Internet or library resources to research the types of weapons used when the Native Americans came into conflict with each other and with European settlers. Then write a paragraph on why you think the settlers had more of an advantage over the Native Americans.</p>
<p>7.18.06 Explain the influence and achievements of significant early colonial leaders, including John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah. (18B)</p>	<p>Write a short biography on a significant early colonial leader, and explain his influence and achievements.</p>	<p>Language Arts: Write a paragraph about how Sequoyah influenced <i>The Cherokee Phoenix</i>, which was the first Native American newspaper.</p>
<p>7.18.07 Describe the religious aspects of the earliest colonies, including the Puritans, the Anglicans, the Catholics, and the Quakers. (18B)</p>	<p>Write a paragraph describing the religious aspects of the earliest colonies.</p>	<p>Religion: Compare and contrast the religion of the earliest colonies with your religion and the religion in the United States today.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.18.08 Trace slavery in America from its introduction to the colonists, the responses of enslaved families, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. (18B)	Use a flow chart to trace slavery in America from its introduction to the colonists, the responses of enslaved families, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	Language Arts: Read <i>Amistad: The Story of a Slave Ship</i> by Patricia McKissack, Penguin, 2005. After reading, write a journal article in the point of view of one of the Africans on the ship.
7.18.09 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of the individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. (18B)	Make a word web with the phrase <i>American creed</i> in the middle. Fill in the surrounding bubbles with details about the creed.	Religion: Write a paragraph about how your church fulfills the American creed.
7.18.10 Define diversity. (18C)	Write a paragraph about the cultural diversity that accumulated in America as a result of colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.	Language Arts: Write a paragraph about diversity in the United States today.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>7.18.11 Assess the impact that commonly held beliefs have had on social groups in the United States over time. (18C)</p>	<p>The Declaration of Independence expressed three main ideas. Write an essay in which you assess how each of the beliefs impacted the United States over time.</p>	<p>Religion: A guiding principle of our government is the separation of church and state, yet many of our founders were men deeply committed to their faiths. Why did they believe this separation was necessary? Debate this issue, from today's perspective. Consider power, exclusion, and religions.</p>
<p>7.18.12 Describe the contributions of significant individuals and groups to the common belief system of the United States. (18C)</p>	<p>Thomas Paine and John Locke contributed to the common belief system of the United States. Make a Venn diagram to compare and contrast the philosophies they held and promoted.</p>	<p>Language Arts: Make two pamphlets that might have been distributed to the general populace during the founding and early years of the United States. One pamphlet should describe Thomas Jefferson. The other should describe Alexander Hamilton. Be sure to include information on their impact on the belief system of the United States.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 7: 7.18.13 Analyze the reasons why social institutions change over time. (18B)</p>	<p>Public education has changed since the 1920s. Make a cluster diagram to organize the kinds of change and the causes of each.</p>	<p>Health: Make a sequence chart to document the changes in the United States health care system. Consider HMOs, private insurance, Medicaid, pharmaceutical companies, and the working poor.</p>
<p>7.18.14 Identify the different roles women played during the American Revolution, including Abigail Adams, Martha Washington, Molly Pitcher, Phyllis Wheatley, Mercy Otis Warren. (18B)</p>	<p>Write a paragraph identifying and describing the different roles women played during the American Revolution.</p>	<p>Language Arts: Read <i>They Called Her Molly Pitcher</i> by Anne F. Rockwell, Knopf, 2002. After reading, write a summary describing the role of Molly Pitcher in the American Revolution.</p>
<p>7.18.15 Analyze the roles that various public and private institutions play as agents of socialization (e.g., schools). (18B)</p>	<p>Write a paragraph illustrating how schools, health departments, and voter registration offices operate as agents of socialization.</p>	<p>Physical Education: Find out what the spirit of the early Olympic Games is and how this institution acts as an agent of socialization with individual athletes and host countries. With a partner, create a video to illustrate your findings.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work on at Grade 7:</p> <p>7.18.16 Discuss the effects of Mexican settlements, their locations, cultural traditions, and attitudes about slavery and the land-grant system on the development and transmission of Mexican culture in America. (18B)</p>	Write a paragraph describing the transmission of Mexican culture in the United States.	Art: Make a shoebox diorama of a Mexican settlement in the West.
<p>7.18.17 Describe how citizens and government can cooperate or have cooperated to solve an important social problem. (18C)</p>	Write a paragraph describing a social problem in which citizens and government have cooperated to solve.	Language Arts: In groups, think of a problem that can arise in the classroom. Brainstorm ways that you can cooperate and solve that problem. Present your ideas to the class.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 7

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
7.18.18 Predict what social problems will become more pressing in the future. (18C)	Create a cause-and-effect chart to examine aspects of how the United States gets and uses its energy resources. Include causes and effects of human activities on the environment.	Health: Public health and health care systems are social issues. Consider these characteristics of social systems: life expectancy, the generation of baby boomers reaching retirement age, the worldwide AIDS epidemic, and viruses with increasing resistance to antibiotics. Choose five issues and identify ways that government, private institutions, and individuals could play positive roles.