



## Seventh Grade

### Hope, Endurance, and Justice

The *Anne Frank Tree* installation stands as a symbol of hope, endurance, and justice on the grounds of the Clinton Presidential Library. It commemorates the injustice of the Holocaust, as well as the Indian Removal Act of 1830, the internment of Japanese Americans during World War II, and the Little Rock Central High School integration crisis of 1957. On this guided tour, with an optional self-guided experience, students will visit the *Anne Frank Tree* installation and examine these historic episodes, which serve as poignant and painful reminders of the complicated journey toward social justice in Arkansas and around the world. After the guided tour, students will reflect with a lesson in the Clinton Presidential Library classroom. This program is one hour and includes a 30 minute tour.

*\*\* The items in **bold** within each framework standard are areas that will be emphasized during the presentation, other areas listed may possibly be addressed.*

### Social Studies Frameworks

#### World in Spatial Terms

Students will interpret spatial information using geographic representations.

- WST.1.7.4 **Analyze how environmental and *cultural characteristics of places and regions* have changed over time**

Students will analyze the spatial organization of people, places, and environments on Earth's surface.

- WST.2.7.2 **Compare *spatial connections among people, places, and their environments over time***

Students will analyze regions created through cultural, human, and physical characteristics.

- WST.3.7.1 **Analyze the combinations of physical and human characteristics that make *places and regions* similar to and different from other *places and regions***
- WST.3.7.2 **Analyze perceptions people have of *places and regions* around the world based on direct experiences (e.g., living in a *place*, travel) and indirect experiences (e.g., media, books, family, friends)**

#### Human Systems

Students will analyze the demographics and migration of human population and settlement over time.

- HS.5.7.1 **Examine the variations of populations in different *places and regions* using *demographics***
- HS.5.7.2 **Analyze *spatial patterns* and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, *push- pull-factors*)**

Students will evaluate the characteristics, distribution, and complexity of cultural regions.

- HS.6.7.1 **Examine the *cultural characteristics* of various *regions* (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)**
- HS.6.7.2 Analyze reasons for and effects of *cultural diffusion*, *cultural convergence*, and *cultural divergence* in and across various *regions*

Students will analyze patterns and networks of economic interdependence among regions.

- HS.7.7.2 Compare advantages and disadvantages of one location over another in the access to *factors of production* (e.g., human resources, natural resources, capital resources, entrepreneurship)
- HS.7.7.3 **Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among *regions* (e.g., regional, global)**

Students will analyze causes and effects of cooperation and conflict among people.

- HS.8.7.1 Examine physical and human characteristics that influence the division and control of Earth's surface (e.g., resources, land use, ethnicity, national identities)

## Environment and Society

Students will analyze the interactions between humans and the environment.

- ES.9.7.1 **Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)**
- ES.9.7.2 Describe symbiotic relationships between humans and their physical environments
- ES.9.7.3 Analyze positive and negative consequences of human changes on the physical environment
- ES.9.7.4 Examine human induced changes in one *place* or *region* and its effects on other *places* or *regions* (e.g., flood control, deforestation, factories, electric power generation)

Students will evaluate patterns of change and continuity in the distribution and consumption of resources.

- ES.10.7.1 Explain how culture has influenced decisions about the use of resources over time
- ES.10.7.2 Examine physical and human processes that influence formation and *sustainability* of resources
- ES.10.7.3 Evaluate the *sustainability* of resources achieved through civic actions

## Speaking and Listening Frameworks

### Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.1.B **Follow rules for *collegial discussions*, track progress toward specifically set goals and deadlines, and define individual roles as needed.**
- SL.7.1.C **Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.**
- SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

# Language Arts Frameworks

## Conventions of Standard English

- L.7.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking as appropriate for Grade 7.

For more information, visit our website at: <https://www.clintonlibrary.gov/education/>

Follow us on Facebook and Twitter:

 <https://www.facebook.com/ClintonPresLib/>

 @WJCLibrary