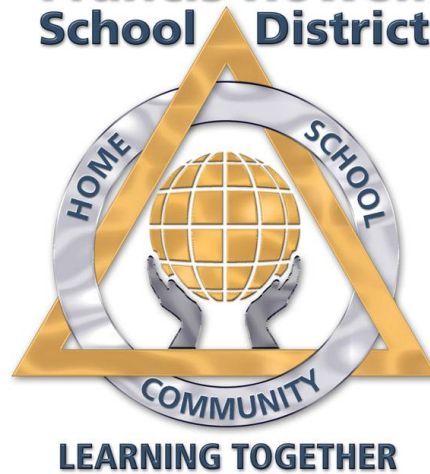


Grade 7 Ancient World Civilizations

Curriculum

**Francis Howell
School District**



Board Approved:

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

7th Grade Ancient World Civilizations Graduate Goals

Course Rationale

Students understand the present more thoroughly when they understand the roots of today's world in light of their knowledge of the past. World History explores the development of civilizations over time and the relationships between the past and events taking place today. Focusing on significant social, economic, and political movements of the past and their relationship to the world today, Ancient World Civilizations provides an overview of major ideals, attitudes, values, beliefs, and expectations that characterize areas and eras of the world throughout history.

Course Description

Seventh Grade Ancient World Civilizations explores the development of civilizations over time and studies the relationships between the past events to present day. Students will study history from the beginnings of ancient civilizations through the Medieval Ages. Attention is given to the civilizations of Western River Civilizations, Eastern River Civilizations, Classical Civilizations, Feudal Civilizations and Tribal Civilizations. This introductory course provides an overview of major ideals, attitudes, values, beliefs, and expectations that characterize areas and eras of the world.

7th Grade Ancient World Civilizations Curriculum Team

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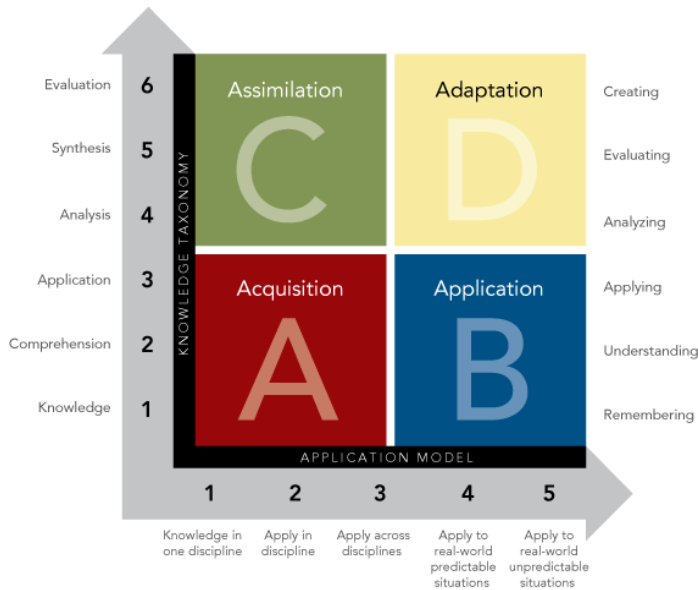
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Social Studies Course Level Expectations Standards

<https://dese.mo.gov/sites/default/files/curr-mls-standards-ss-6-12-sboe-2016.pdf>

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/standards/standards/for-students-2016>

Units & Standards Overview

Semester 1 **Semester 2**

To conserve space in this document, the grade-level and course prefix ("6-8.WH") has been omitted from each standard's code.

Unit 1: Western River Civilizations	Unit 2: Eastern River Civilizations	Unit 3: Classical Civilizations	Unit 4: Feudal Civilizations	Unit 5: Tribal Civilizations
1.CC.A 1.GS.A 1.G.B 1.G.C 2.CC.A 2.CC.B 2.GS.A 2.GS.B 2.GS.C 2.G.A 2.G.B 2.G.C 2.PC.A 2.PC.B 3.CC.B ISTE1 ISTE2 ISTE3 ISTE6	1.G.A 1.G.B 1.G.C 1.EC.A 1.PC.A 1.PC.B 2.CC.B 2.GS.C 2.G.C 2.EC.A 2.EC.B 2.PC.A 2.PC.C 2.PC.D 4.EC.A ITSE1 ITSE3 ITSE4	1.CC.C 1.GS.A 2.GS.A 2.GS.B 2.PC.A 3.CC.A 3.CC.B 3.GS.C 3.G.A 3.G.B 3.EC.A 3.EC.C 3.PC.B 3.PC.C 3.PC.D 4.GS.A 4.GS.C ISTE1 ITSE2 ISTE3 ITSE4	1.CC.B 1.CC.E 1.GS.A 1.G.C 1.EC.A 1.PC.B 4.CC.A 4.CC.B 4.CC.C 4.GS.A 4.GS.B 4.GS.C 4.G.A 4.PC.A 4.PC.B 4.PC.C 4.PC.D ISTE3	1.PC.B 2.CC.A 2.GS.A 2.GS.B 2.GS.C 2.G.B 2.PC.D 3.EC.A 4.CC.D 4.G.A 4.G.B 4.EC.A 4.PC.A ISTE3
PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:	PE Assessment:
1.G.B 2.G.A 2.G.B 2.G.C 2.EC.A	1.EC.A 2.GS.C 2.EC.A 2.PC.C 4.EC.A	1.GS.A 3.CC.A 3.CC.B 3.PC.C 3.PC.D	1.PC.B 4.CC.C 4.GS.C 4.PC.B 4.PC.C	1.CC.C 2.GS.A 2.GS.B 2.PC.D 3.EC.A

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Semester 1	<p>Western River Civilizations - Western Civilizations includes the study of two of the main Ancient River Civilizations: Mesopotamia and Egypt. Students will analyze and create timelines using BC/BCE. Students will learn about characteristics of these civilizations through GPERSIA and categorizing relevant examples for each civilizations. The focus shifts from early man (hunter-gatherers) to the Evolution of Agriculture. This shift describes how physical characteristics of river valleys support permanent settlement and the rise of early civilizations. This evolution of hunter-gatherers to early farming explains the economic surplus that led to trade and the emergence of specialization of labor.</p>	<p>Unit Timeline - 8 weeks</p> <ul style="list-style-type: none"> ● Mesopotamia - 4 weeks ● Egypt - 4 weeks 	<p>Students will respond to the following prompt: Which 3 reasons that ancient people settled near rivers still have the biggest impact on cities today? They will complete a graphic organizer to help pull together their thoughts so that they can write their response to the prompt.</p>	<p>1.G.B 2.G.A 2.G.B 2.G.C 2.EC.A</p>
Semester 1	<p>Eastern River Civilizations - Eastern Civilizations includes the study of two additional Ancient River Civilizations: India and China. Students will learn about characteristics of these civilizations through GPERSIA and categorizing relevant examples for each civilizations and continue to discuss how physical characteristics of river civilizations support permanent settlements of early man. Students will describe the origins and structure of significant beliefs such as Hinduism and Buddhism. This unit begins to focus on the expansion of economics in early civilization via trade routes such as the Silk Road.</p>	<p>Unit Timeline - 8 weeks</p> <ul style="list-style-type: none"> ● India - 4 weeks ● China - 4 weeks 	<p>Students will work through a pre-prepared Google Slide presentation in order to research information about the Silk Road. After completing this, they will use their evidence and research to compare the risks and rewards of a Silk Road trader to that of a dangerous industry in modern times. Students will then choose how to report this information (PowToon, poster, Google Slide, etc.)</p>	<p>1.EC.A 2.GS.C 2.EC.A 2.PC.C 4.EC.A</p>

<p>Semester 2</p>	<p>Classical Civilizations - This unit focuses on the origins, functions, and structure of governmental systems. These governments include monarchy, oligarchy, tyranny and the emergence of democracy. Students will explain how the rule of law developed as governments changed. This unit introduces the idea of mythology, culminating with the beginnings of Christianity. This period explores the rise and fall of classical civilizations and their significance on future societies.</p>	<p>Unit Timeline - 8 weeks</p> <ul style="list-style-type: none"> ● Greece - 4 weeks ● Rome - 4 weeks 	<p>Students are provided with primary and secondary sources, and tasked with finding additional sources in order to analyze the following prompt: What were the main reasons that led to Rome's decline and fall? Students will use evidence from their sources to write a thesis statement and three supporting paragraphs.</p>	<p>1.GS.A 3.CC.A 3.CC.B 3.PC.C 3.PC.D</p>
<p>Semester 2</p>	<p>Feudalism - This unit describes the collapse of governments resulting in the development of kingdoms and the rise of feudalism in Europe and Japan. Rule of law is further developed by the Magna Carta and other documents. The Middle Ages were defined by the impact of Christianity in all areas of people's lives. Students will understand the origin, structure, spread and significance of Islam during this time period. This period explores how the Crusades and the Black Death affected the Europeans and Asian societies, as well as how intellectual, technological, and artistic advancements helped determine the legacy of European countries.</p>	<p>Unit Timeline - 4 weeks</p>	<p>Students will read and annotate primary and secondary sources about the Crusades. Sources analyze various perspectives of Christians as well as Muslims. Using evidence from these sources, students will write a response regarding the Christians as well the Muslims claim to the Holy Land.</p>	<p>1.PC.B 4.CC.C 4.GS.C 4.PC.B 4.PC.C</p>
<p>Semester 2</p>	<p>Tribal Civilizations - The continuation of economic growth through Trans-Saharan Trade routes and spread of Islam to northern Africa. Students will analyze the diverse Indigenous cultures in both North, Central and South America to explain the ways they adapted to their various environments. This unit will also link the introduction of Europeans to the Americas and the impact that had on the Indigenous peoples.</p>	<p>Unit Timeline - 4 weeks</p> <ul style="list-style-type: none"> ● African Tribes - 1 week ● North/South American Indian Tribes - 	<p>With a research partner or small group, students will research the problems faced by a tribe of indigenous people around the time</p>	<p>1.CC.C 2.GS.A 2.GS.B 2.PC.D 3.EC.A</p>

		3 weeks	of European Exploration. They will then determine the greatest problem facing their tribe, and from their research they will create a resolution, or solution, to this problem in the style of the United States legislation.	
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Unit 1: Western River Civilizations

Content Area: Social Studies	Course: 7th Grade Ancient World Civilizations	UNIT: Western River Civilizations
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<p>Unit Description: Western Civilizations includes the study of two of the main Ancient River Civilizations: Mesopotamia and Egypt. Students will analyze and create timelines using BC/BCE. Students will learn about characteristics of these civilizations through GPERSIA and categorizing relevant examples for each civilizations. The focus shifts from early man (hunter-gatherers) to the Evolution of Agriculture. This shift describes how physical characteristics of river valleys support permanent settlement and the rise of early civilizations. This evolution of hunter-gatherers to early farming explains the economic surplus that led to trade and the emergence of specialization of labor.</p>	<p>Unit Timeline: 8 weeks</p> <ul style="list-style-type: none">• Mesopotamia - 4 weeks• Egypt - 4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. in order to avoid simplified generalizations that one must understand the complexity of historical **cause-effect relationships**.
2. as a context for events, one must understand the **relationship between geography and history**.
3. in order to recognize the **difference between fact and opinion, between evidence and assertion**; and thereby frame useful questions one must read widely and critically.
4. history is interpretive. People construct different accounts of the same event, which are shaped by their **perspectives**-their ideas, attitudes and beliefs.
5. ideologies, availability of resources and technological change affect **economic decisions**.
6. **demographic patterns** and processes of growth and decline, migration, and settlement **change over time** though always exhibit some form of **continuity** as well.
7. conflict and cooperation shape and transform **culture, society, and political** institutions.
8. **democratic** societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: *Students will keep considering...*

- How did geography determine where early people settle?
- How did agriculture and domestication lead to permanent settlements?
- What is law and why is it needed in civilizations?
- What characteristics define a civilization?

Students will know/understand.....	Standard	Students Will Be Able to.....
<p>How to read and create timelines based on the understanding of AD,BC,CE and BCE.</p>	1.CC.A	<p>Create and use tools to analyze a chronological sequence of related events that happen at the same time.</p>
<p>The importance of government and how it helped to organize early civilizations. Early law, such as Hammurabi’s Code, and its impact on the structure and order within Early Mesopotamia. The power of early leaders (kings/pharaohs) and how their decisions influenced their people.</p>	1.GS.A	<p>Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.</p>
<p>The factors that led to settlements by rivers. The main characteristics of a civilization (GPERSIA) to determine if a group of people were a civilization or not.</p>	1.G.B	<p>Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.</p>
<p>Read a map using elements like the key/legend, map scale, compass rose.</p>	1.G.C	<p>Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world.</p>
<p>The evolution of farming and domestication and how the</p>	2.CC.A	<p>Explain the causes and results of the Agricultural Revolution in</p>

<p>early peoples adapted to it. How farming and domestication led to a food surplus which allowed for specialization of labor.</p>		<p>relation to the development of new and more complex societies Asia, Africa, and the Americas.</p>
<p>Early leaders and their need for order with a society.</p>	2.CC.B	<p>Analyze the role early civilizations had in shaping concepts of government, law, and social order.</p>
<p>The evolution of leadership within an early civilization to help create stability and allow a group of people to live together.</p>	2.GS.A	<p>Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.</p>
<p>Early civilizations are defined by their geography, political, economic, religious, social, intellectual, and artistic characteristics.</p>	2.GS.B	<p>Analyze the cultural and human characteristics of early civilizations to determine how they are similar and different.</p>
<p>Hammurabi's Code and its consequences.</p>	2.GS.C	<p>Explain how the codification of law impacted early civilizations.</p>
<p>The importance of the resources provided by living in close proximity to rivers.</p>	2.G.A	<p>Describe how the physical characteristics of river valleys supported permanent settlement and the rise of early civilizations.</p>
<p>Cultural and human characteristics between the Mesopotamians and Egyptians and its influence on how those two groups of people settled.</p>	2.G.B	<p>Analyze the cultural and human characteristics of early civilizations to determine how they are similar and different.</p>
<p>Early civilizations are defined by their geography and how that impacts where people live. Early civilizations are defined by the economic and cultural impact of the region.</p>	2.G.C	<p>Explain how the physical and human characteristics of early civilizations are connected to human identities and cultures.</p>
<p>Early civilizations believed in a variety of religions that created order such as Judaism, Hinduism, and Buddhism.</p>	2.PC.A	<p>Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.</p>
<p>Impact of religion as it relates to people and their daily lives.</p>	2.PC.B	<p>Describe the origins, structure, and significant beliefs of Judaism, Hinduism, and Buddhism.</p>

	ISTE1	Leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
	ISTE2	Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical
	ISTE3	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
	ISTE6	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unit 1: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 5, 6	<p>1.G.B 2.G.A 2.G.B 2.G.C 2.EC.A</p> <p>ISTE3</p>	<p>Description of Assessment Performance Task(s): Students will use knowledge acquired throughout the unit and their prior knowledge about modern cities to answer the following writing prompt: Which three reasons that ancient people settled near rivers still have the biggest impact on cities today? Students will complete the first graphic organizer to formulate their ideas about why ancient people settled near rivers. Next, students will complete the second graphic organizer, using the think, pair, share method, to help connect their ideas about why people settle near rivers both in ancient times and modern times. Lastly, students will use these pre-writing notes to write a well-developed constructed response answer to the performance event prompt. Unit 1 Performance Event Graphic Organizer #1 Unit 1 Performance Event Graphic Organizer #2 and Answers Unit 1 Performance Event Writing Prompt</p> <p>Teacher will assess:</p>	<p>C</p> <p><u>21 Century</u></p> <p><i>Critical Thinking Communication</i></p>

		Geographical Study and Writing (Claim, Evidence and Analysis) Performance: Mastery: 4-3 Near Mastery: 2 Remediation: 1 Unit 1 Performance Event Rubric	
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Unit 1: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 2, 5, 6	2.CC.A 2.GS.A 2.EC.A ISTE6	1. After teaching the development of agriculture and the development of a civilization: Activity: If You give a Man a Seed : <ul style="list-style-type: none"> ● Watch this video ● Students will read the book “If you Give a Mouse a Cookie” . ● Briefly discuss how much of history is a cause and effect story ● Students will create a story book that illustrates how the development of agriculture led to the development of a civilization in the style of the “Give a Mouse a Cookie” book. <ul style="list-style-type: none"> ○ Create booklets by folding papers into fourths and then cutting along one edge. Staple the spine. 	Non-linguistic Advance organizers	A, B, C Creativity Critical Thinking

		<ul style="list-style-type: none"> ○ Begin with the line “If you give a man a seed...” ○ Must include the following elements: Planting, Domestication, Agriculture, Food Surplus, Division of Labor, Population Growth, Trade, Economics, Social Structure, Political Structure, Civilization ○ Must include illustrations. <p>Ex: If you give a man a seed, he will plant in the ground. He will care for the seed and watch it grow. As he cultivates it, it will become domesticated. As more plants and animals become domesticated, he will create agriculture. As they continue to grow food, they will have more than they need, or a food surplus. This surplus means more time for others members of his group to do other tasks, as they divide up the jobs, this creates division of labor. As individuals become better at their jobs, the quality of life increases and population begins to grow. Larger populations with specific jobs trade goods and skills with one another. This trading causes value to be placed on items, creating economics. As economics provides some individuals with more wealth than others, a social structure emerges. Those at the top of the social pyramid have more money, giving them more power. They begin to create a way of keeping the population organized with laws, creating a political structure. All of these things combined to create a civilization. And to think it all started when you give a man a little seed.</p> <p>Objective:</p> <ul style="list-style-type: none"> ● We will know the steps that led humanity from hunters and gatherers to organized civilizations. ● We will understand the cause and effect relationship from one step to the next. ● We will be able to create a story about the cause and effect relationships between each step from hunter gatherers to an organized civilization. 		
1, 3, 4, 7	1.GS.A 2.CC.B 2.GS.A 2.GS.B 2.GS.C ISTE1	2. Activity: Hammurabi's Code <ul style="list-style-type: none"> ● Before you begin the activity take the sheet “Hammurabi’s Laws” and put one of the cases on the back of it. (Each set of ‘laws’ will have a different case on the back. There are 7 different cases). ● Have students in groups to do this activity. You can have at least 7 groups. 3-4 in a group is the perfect number. ● Hand out the sheet Hammurabi’s Law with a case on the back. (Make at least one copy per person in the group). IE: If there are 4 in group #3 each 	Summarizing and note taking	B,C

		<p>should have a sheet with case #3 on one side and Hammurabi's Laws on the other.</p> <ul style="list-style-type: none"> • Hand out the blank chart 'Hammurabi's Code Group Activity' to each student. • Each group is assigned TWO of Hammurabi's Laws to paraphrase and then decide if the punishment was fair. • Each group will then read the case on the other side. They will need to put this into their own words and then determine if the punishment was fair or not. • When the groups are finished we will, as a group, discuss each group's laws and cases and determine if the laws/cases were fair or not. • Then have EACH student determine if they would rather live under the laws of today or during Hammurabi's time and why. • Objective(s): <ul style="list-style-type: none"> ○ We will be able to know law. ○ We will understand how laws were used in Ancient Civilizations and today. ○ We will be able to decide which set of laws were the most conducive to us and how they may affect our lives. 		<p>Critical thinking</p> <p>Cooperative Learning</p>
3, 4, 7	<p>2.CC.B 2.PC.A 2.GS.A</p> <p>ISTE3 ISTE2 ISTE1</p>	<p>3. Activity: Egyptian Hot Air Balloon Debates: Students imagine a hot air balloon filled with the greatest figures of Egyptian History and Mythology. The balloon is running out of fuel and is quickly going down over a toxic sea filled with sharks with laser beams on their heads. They have already tossed out all of the extra weight in the balloon, and now must begin to throw others overboard. Anyone who is tossed out is killed immediately and all of their contributions to history or mythology are lost. There is only enough fuel to carry one person/god to the other side.</p> <p>Students become one of these famous Egyptians and must defend their contributions to history or all will be lost forever.</p> <ul style="list-style-type: none"> • Reflection Sheet <p>Objective:</p> <ul style="list-style-type: none"> • We will know different historical figures from Ancient Egypt. • We will understand how an individual can impact history. 	<p>Cues, questions, and advance organizers</p> <p>Generating and Testing Hypotheses</p>	<p>B, C</p> <p>Creativity Communication Critical Thinking</p>

		<ul style="list-style-type: none"> We will be able to create a claim and argue for it. 		
1, 2, 6	1.CC.A 1.G.A 1.G.C 2.G.A ISTE3	4. Activity: Mesopotamian Empires Map/Timeline Objective: By the end of this lesson, students will... <u>Know</u> - Major empires of Mesopotamia <u>Understand</u> - The succession of power in Mesopotamia <u>Be able to</u> - Organize the rise to power of these empires on a map and timeline. Implementation (Use of a tech device, preferably a computer is advised). Days= 1 <ul style="list-style-type: none"> Students will complete a graphic organizer consisting of a blank map of Mesopotamia, and a blank timeline on the back side. They will follow the directions located in this presentation in order to complete a map that will show them the order that the Mesopotamian empires came to power in the region. They will also plot on a timeline the order of which these empires rose to power. The presentation will also ask them to analyze where major cities were established, and why the empires located their cities in the chosen areas. 	Graphic Organizers	R/R B 21 Century Communication
2, 5, 7	1.G.B 2.PC.B ISTE 3	5. Activity: Sumer Activity Objective: By the end of this lesson, students will... <u>Know</u> - Different characteristics of civilizations <u>Understand</u> - How artifacts can show if a civilization is truly a civilization <u>Be able to</u> - Identify different characteristics of a civilization by looking at artifacts and reading about those characteristics. <ul style="list-style-type: none"> Have the students fill in a chart about GPERSIA. You can use this powerpoint or create one of your own. GPERSIA POWERPOINT. GPERSIA CHART After students have filled in chart on examples of characteristics of civilizations. Hand out the chart for Sumer artifacts activity and a copy of the chapter on Sumer. (attached in the above link). Print out the pictures of different artifacts from Sumer and display them at various places within your classroom. Pair students up and have them read a section at a time. Once they have finished reading a particular section, they will go to EACH different picture (displayed around the room) and read the description below the artifact. Based on what they read in the chapter section AND what they have read 	Identifying similarities and differences Cooperative learning Questions, Cues, advance organizers	R/R B C 21 Century Communication collaboration

		and see on the picture they will determine which characteristic(s) that picture shows. They need to write the LETTER of the artifact and tell how that artifact describes a certain characteristic. Once they have gone through each artifact for a particular section (characteristic), they will go back and read another section and repeat this process. Each artifact will be used in multiple times showing different characteristics of GPERSIA.		
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Unit 1: Resources

UNIT RESOURCES	
<u>Teacher Resources:</u>	
Textbook	
<ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 2-5 • Hot Air Balloon Debate • Brainpop • United Streaming 	
General Resources	
<ul style="list-style-type: none"> • If You Give a Mouse a Cookie (Youtube) • Hammurabi's Code Information 	
DVD	
<ul style="list-style-type: none"> • Ancient civilizations for children: Ancient Mesopotamia. Schlessinger Media • Ancient civilizations for children: Ancient Egypt. Schlessinger Media • Understanding World Religions: Judaism. Schlessinger Media 	
<u>Student Resources:</u>	
<ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 2-5 	
<u>Vocabulary:</u>	
https://dese.mo.gov/sites/default/files/glossary-social-studies.pdf <i>If you need to define words not on the DESE website, please use dictionary.com</i>	
<p>Primary Source- A first hand account of an event, such as a journal entry Secondary Source- A second hand account based on primary sources.</p>	

Hunter Gatherer- A member of a group of people who subsist by hunting, fishing, or foraging
Prehistory- Human history before recorded events, mainly through archaeological discoveries.
Domesticate- To tame an animal to live in close association with humans as a pet or work animal.
Surplus- Something that remains above what is used or needed.
Civilization- A complex society that has cities, a well organized government, and workers with specialized job skills.
Religion- A set of beliefs concerning the cause, nature, and purpose of the universe
Social Class- A broad group in society having common economic, cultural, or political status.
Monotheism- The belief in a single god or goddess.
Polytheism- The belief in multiple gods or goddesses.
City-State- An independent state that includes a city and its surrounding territory.
Mesopotamia- An ancient region in W Asia between the Tigris and Euphrates rivers: now part of Iraq.
Pharaoh- An ancient Egyptian king.
Pyramid- A massive structure with triangular sides.
Torah- The first five books of the Hebrew Bible.
Covenant- An agreement, usually formal, between two or more persons to do or not to do something specified.
Prophet- A person who speaks for God or a deity, or by divine inspiration.
Diaspora- The scattering of the Jewish people to countries outside of Palestine after the babylonian captivity.

Unit 2: Eastern River Civilizations

Content Area: Social Studies	Course: 7th Grade Ancient World Civilizations	UNIT: Eastern River Civilizations
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<p>Unit Description: Eastern Civilizations includes the study of two additional Ancient River Civilizations: India and China. Students will learn about characteristics of these civilizations through GPERSIA and categorizing relevant examples for each civilizations and continue to discuss how physical characteristics of river civilizations support permanent settlements of early man. Students will describe the origins and structure of significant beliefs such as Hinduism and Buddhism. This unit begins to focus on the expansion of economics in early civilization via trade routes such as the Silk Road.</p>	<p>Unit Timeline: 8 weeks</p> <ul style="list-style-type: none">● India - 4 weeks● China - 4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to....*develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. in order to avoid simplified generalizations that one must understand the complexity of historical **cause-effect relationships**.
2. as a context for events, one must understand the **relationship between geography and history**.
3. in order to recognize the **difference between fact and opinion, between evidence and assertion**; and thereby frame useful questions one must read widely and critically.
4. history is interpretive. People construct different accounts of the same event, which are shaped by their **perspectives**-their ideas, attitudes and beliefs.
5. ideologies, availability of resources and technological change affect **economic decisions**.
6. **demographic patterns** and processes of growth and decline, migration, and settlement **change over time** though always exhibit some form of **continuity** as well.
7. conflict and cooperation shape and transform **culture, society, and political** institutions.
8. **democratic** societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: Students will keep considering...

- How are religion and culture connected?
- Did the technology of ancient people help them to prosper?
- What were the economic advantages of trade among the early civilizations?

Students will know/understand.....	Standard	Students Will Be Able to.....
<p>The physical features of Eastern River civilizations. How the Chinese Dynasties changed over time and influenced society.</p>	1.G.A	<p>Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to 1450.</p>
<p>The factors that led to settlements by rivers. The main characteristics of a civilization (GPERSIA) to determine if a group of people were a civilization or not.</p>	1.G.B	<p>Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.</p>
<p>Read and interpret a map using elements like the key/legend, map scale, compass rose.</p>	1.G.C	<p>Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.</p>
<p>Risks and rewards of trading along the Silk Road. The economic cost and benefit of trade between different civilizations.</p>	1.EC.A	<p>Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.</p>
<p>Early civilizations create artifacts/goods/items based on the materials and resources they have available to them.</p>	1.PC.A	<p>Using a world history lens, describe how people's perspectives shaped the sources/artifacts they created.</p>
<p>The Caste System in India created a social structure and how Hindu beliefs supported this.</p>	1.PC.B	<p>Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p>
<p>The Caste System in India created social order and influenced the role of government in society.</p>	2.CC.B	<p>Analyze the role early civilizations had in shaping concepts of government, law, and social order.</p>

<p>Eastern River Civilizations geography influenced the development of their culture and identity as a people.</p>	<p>2.GS.C</p>	<p>Explain how the physical and human characteristics of early civilizations are connected to human identities and cultures.</p>
<p>Early leaders and their need for order with a society. Hammurabi's Code and its consequences. How agriculture and domestication of plants and animals led to a food surplus which allowed for specialization of labor.</p>	<p>2.G.C 2.EC.A</p>	<p>Explain how the codification of law impacted early civilizations. Explain how the concept of economic surplus led to trade and the emergence of specialization of labor.</p>
<p>Early civilizations are defined by their geography and how that impacts where people live. Early civilizations are defined by the economic and cultural impact of the region.</p>	<p>2.EC.B</p>	<p>Explain how standardization, such as currency, weights and measures, impacts the stability of a society.</p>
<p>Early civilizations believed in a variety of religions that created order such as Judaism, Hinduism, and Buddhism.</p>	<p>2.PC.A</p>	<p>Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.</p>
<p>The four main philosophies in China affected the way people thought about different aspects of life and how they should act.</p>	<p>2.PC.C</p>	<p>Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.</p>
<p>The Indus Valley civilization left behind specific artifacts that determine their influence in history.</p>	<p>2.PC.D</p>	<p>Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.</p>
<p>The Silk Road connected multiple civilizations through trade and an exchange of goods and ideas.</p>	<p>4.EC.A ITSE1 ITSE3</p>	<p>Explain how interregional trade intensified the exchange of goods and ideas such as the trans-Saharan trade, the Silk Roads, and the Indian Ocean networks. Leverage technology to take an active role in choosing, achieving, and demonstrating competence in outer learning goals, informed by the learning sciences. Critically curate a variety of resource using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>

	ITSE4	Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
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Unit 2: Assessment

EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p>1, 5, 6</p>	<p><u>Standards</u></p> <p>1.EC.A 2.GS.C 2.EC.A 2.PC.C 4.EC.A</p> <p>ISTE 3 ISTE 4</p>	<p>Unit Performance Assessment:</p> <p>Description of Assessment Performance Task(s): Research Performance Event: Students will create the Google Slide presentation on the Silk Road, which will help them compare the Silk Road with a current dangerous industry. The slides include guiding questions and links to websites. Then, the students will use those sources to research a current industry that has some dangerous elements. After completing the research, students will compile their evidence and compare the risks and rewards of a Silk Road Trader to the risks and rewards of a current dangerous industry using a graphic organizer. Lastly, students will choose a project to report that information [essay, brochure, video (PowToon), poster, Google Slide presentation, or other teacher approved project].</p> <p>Teacher will assess: Economics, Research, Quality of Project</p> <p><u>Performance:</u> Mastery: 4-3 Near Mastery: 2 Remediation: 1</p> <p>Scoring Guide</p>	<p><u>R/R Quadrant</u> <u>21 Century</u></p> <p><i>4C-</i> <i>critical thinking</i> <i>communication</i> <i>creativity</i></p>
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Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> 21C:
1, 4, 7	2.PC.A 2.PC.C ISTE 3	1. Activity: Chinese Philosophies (1 - 2 class periods) <ul style="list-style-type: none"> ● (5 minutes) - When students get into class there will be a question on the board for them to answer for the first five minutes or so: <ul style="list-style-type: none"> ○ What is your philosophy on life? <i>This should get students to critically think about what matters to them and how they can explain their approach to life in a few sentences. They could explain their philosophy on life in one sentence if concise enough.</i> ● (10 minutes) - Next pass out the 8 famous quotes by Confucius. The students should not know who wrote the quotes. They will be asked to read all 8 and summarize 3-4 of them in their own words. This will help their paraphrasing skills. <i>(The handout that will be used is attached to the above link).</i> ● (15-20 minutes) - After the students have summarized these quotes we will, as a class, discuss these quotes and see if the students can point out the major beliefs of Confucianism. Students can write their notes in the mind map (provided in about link). ● (15-20 minutes) - Next the teacher will have the students learn about the major tenets of the other 2 Chinese Philosophies (Daoism, Legalism). You can present this information however you would like to: IE: documents having groups teach each other, powerpoint, videos, textbook notes, etc.). ● (15 minutes) - Next the students will split up into their mixture ability groups for a moral dilemma activity. <ul style="list-style-type: none"> ○ Each group will receive a slip of paper with a moral dilemma on it. ○ One student will read it aloud to the rest of the group. ○ The student's goal is to find a solution to the problem as if they were followers of Confucianism, Daoism, Legalism, and Buddhism. They will respond to the dilemma 4 times, once from each philosophy. They must consider what each philosophy holds dear and what they do not and respond based on these major ideas. 	Identifying similarities and differences Note taking Cooperative Learning Advance Organizers	C, D Communication collaboration critical thinking,

		<ul style="list-style-type: none"> ● Exit Slip - Have the students answer this question at the end of class or for homework. <ul style="list-style-type: none"> ○ Which philosophy best describes you as a person and why? ● Objective: ● Understand how the four main philosophies in China affected the way people thought about different aspects of life and how they should act. ● Analyze how each philosophy taught people to think and decide how they would react to a moral dilemma from that philosophies school of thought. ● Evaluate the basic differences between each philosophy. 		
2, 5, 3	1.G.B 1.PC.A 2.PC.A 2.PC.C 2.PC.D ISTE 1 ISTE 3	2. Activity: Indus Valley Online Interactive Objective: Students will... <ul style="list-style-type: none"> ● Know who the Indus Valley people were ● Understand what everyday life was like in the Indus Valley ● Be able to complete a graphic organizer from an online interactive website Implementation: <ul style="list-style-type: none"> ● Students will use laptops/chromebooks to complete a graphic organizer on who were the Indus Valley people, what was everyday life like, what happened to the Indus Valley people, and what can we learn from the Indus Valley. To complete the graphic organizer students will go to the website: http://www.bbc.co.uk/schools/primaryhistory/indus_valley/ and navigate through the interactive guides to answer the graphic organizer on the Indus Valley. To finish the activity students can work with a shoulder partner or small group to discuss their findings on the graphic organizer and collaborate on the Indus Valley. Indus Valley Online Graphic Organizer	Summarizing/ Note Taking Graphic Organizer	<u>R/R</u> <u>Quadrant:</u> A <u>21st</u> <u>Century:</u> Communication Collaboration Creativity
1, 4, 6	2.PC.B 2.PC.C 2.CC.B 1.PC.B	3. Activity: Hindu Caste Simulation : In an effort to teach a little bit about reincarnation and the Indian Caste System, we had each student draw a “Caste” out of a hat. Then we gave them the weekend to really think about what it meant to either be at the top or bottom of a Caste System. When they come in on Monday, we had the class designed to fit their specific rank in life. Each student was given 4 tasks to complete-make clothing, milk the cow, get water from the well, etc. Students at the top of the Caste System, or Bhamins, got to give 3 of their 4 tasks to a lower rank. Next, the Kshatriyas gave away 2 tasks to a lower rank, and so	Practice Nonlinguistic representation Cooperative learning	<u>R/R</u> <u>Quadrant:</u> B <u>21st</u> <u>Century:</u> Communication

		<p>forth. Until eventually, those at the bottom, were forced to receive task and could give none away. And off the students went. Untouchables are confined to one corner. I have them braid rope and scrub the floor with a toothbrush. They cannot look anyone else in the eye. Students complete their tasks When they are completed:</p> <p><u>Brahmin</u>- Study for Enlightenment - read or play on phone</p> <p><u>Kshatriyan</u> - Create laws and translate them into Sanskrit. Laws will be carried out. Laws were then carried out. So if a students wrote that every person needed to work with one eye closed, it was established. If it was written that each student should receive an additional task, it was established.</p> <p><u>Vaishyas</u> - Help enforce the law</p> <p>At the end, we gather in a circle and discuss how they felt, and kids share the experiences as these different castes.</p> <p>Exit Slip: Describe why the Hindu beliefs support this social structure.</p>		Collaboration
2, 6	1.G.A 1.G.B 1.G.C 2.G.A ISTE 3	<p>4. Activity: Chinese Dynasties Timeline Map</p> <p>Objective: Students will...</p> <ul style="list-style-type: none"> • Know the physical characteristics of China • Understand how the four ancient chinese dynasties changed over a period of time. • Be able to show the major elements of Ancient Chinese geography and how that affected the growth of different dynasties through a timeline map. <p>Implementation:</p> <ul style="list-style-type: none"> • First, students should use oversized paper to trace an outline map of China and its borders Once each student has their outline map traced then students will use the series of handouts/directions to complete their timeline map. To properly construct the Chinese dynasties timeline map, students should use the Nystrom Atlas of World History. This can be found online or a class set of atlas'. The teacher should hand out each step separately and when appropriate to the dynasty. Through this activity students should see the growth and change of the various dynasties of Ancient China. To finish the timeline map activity, the teacher may decide to give a short quiz on the 	Non-Linguistic Representation Graphic Organizer	<u>R/R</u> <u>Quadrant:</u> B <u>21st</u> <u>Century:</u> Communication Critical Thinking

		map to students.		
3, 5, 7	1.EC.A 2.G.C 2.EC.A 2.EC.B 4.EC.A	<p>5. Activity: Silk Road Simulation: Prior to the performance event: This simulation was able to bring to life several large concepts such as: the role of the entrepreneur, power of negotiation, supply and demand, and both the cost and the benefits of technology for a society. All this was achieved with this little one day activity. Students will trade either printouts or ideally real goods (sign-up genius for parents) throughout the classroom using the map on the attached document.</p> <ol style="list-style-type: none"> 1. Give each city or country a product. Describe to them how the silk road wasn't one giant 8 lane road. Make sure students know that traders didn't just pack up in China some products and drive them all the way to Rome. The road was made up of hundreds of entrepreneurs that made trades only as far as the next country. 2. Students will watch the following 3 minute clip of MANKIND: The Story of All of US. 3. Then give the students the following directions: <ul style="list-style-type: none"> • They may only trade with their neighbors next to them. (no cross talking allowed, only can deal with those next to them) • Their goal was to have a rich product diversity to make their people happy. • I will strike a gong or ring a bell to symbolize the end of a round. At which time we will reflect on the experience. How happy would your citizens feel with your leadership and trades? What are some of the business challenges you faced this round? Are all the products equal? How much have the products on the ends diffused over the route after one round? 4. Allow only a few minutes of trading and then ring the bell or gong and ask questions. 5. After a two or three rounds, give each country a hard choice. Do you invest in the development of technology. The technology will symbolize sea routes and such that will allow their group to trade with everyone. Give each country about 2 minutes to decide if they will take this offer. The cost is 1/2 of all their wealth at this point (It's not cheap to make a global empire). 6. Only allow about 1 or 2 rounds more each ending with a gong and more discussion. 	Feedback Cooperative Learning Generating and testing Hypothesis	C, B, D Collaboration, Communication

Unit 2: Resources

UNIT RESOURCES

Teacher Resources:

- Pearson My World History 2012 Chapters 6-9
- [Mankind:Story of Us](#)
- [Islam](#)
- [United Streaming](#)
- [Brainpop](#)

DVD:

- Understanding World Religions: Hinduism Schlessinger Media
- Understanding World Religions: Buddhism. Schlessinger Media

Student Resources:

- Pearson My World History 2012 Chapters 6-9

Vocabulary:

<https://dese.mo.gov/sites/default/files/glossary-social-studies.pdf>

If you need to define words not on the DESE website, please use dictionary.com

Vedas- The entire body of Hindu writings, chief among which are four books, the Rig-Veda, the Sama-Veda, the Atharva-Veda, and the Yajur-Veda.

Caste System- The rigid Hindu system of hereditary social distinctions based on castes.

Brahman- On supreme cosmic consciousness, spiritual force, or God.

Reincarnation- The belief that the soul, upon death of the body, comes back to Earth in another body or form.

Karma- The good or bad actions that someone commits in their life that impact their next life.

Dharma- A person's duty or what is right for him or her to do.

Moksha- The liberation or separation from reincarnation.

Enlightenment- A state of perfect wisdom.

Nirvana- A state of blissful peace without desire or suffering.

Mandate of Heaven- A political theory of ancient China in which those in power were given the right to rule from a divine source.

Warlord- A military leader, especially of a warlike nation.

Confucianism- The teachings of the thinker Confucius, is one of the most important philosophies that developed in China.

Legalism- A strong leader and a strong legal system that are needed to create social order.

Daoism- A Chinese way of life that emphasizes a simple and natural existence.

Ancestor Worship- Practices of honoring the spirits of the dead.

Great Wall- A long wall running east and west along the empire's northern border.

Silk Road- A network of trade routes that crossed Asia, connecting China to Central and Southwest Asia.

Unit 3: Classical Civilizations

Content Area: Social Studies	Course: 7th Grade Ancient World Civilizations	UNIT: Classical Civilizations
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Unit Description: This unit focuses on the origins, functions, and structure of governmental systems. These governments include monarchy, oligarchy, tyranny and the emergence of democracy. Students will explain how the rule of law developed as governments changed. This unit introduces the idea of mythology, culminating with the beginnings of Christianity. This period explores the rise and fall of classical civilizations and their significance on future societies.	Unit Timeline: 8 weeks <ul style="list-style-type: none">● Greece - 4 weeks● Rome - 4 weeks
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – Students will understand that... (Big Ideas)

1. in order to avoid simplified generalizations that one must understand the complexity of historical **cause-effect relationships**.
2. as a context for events, one must understand the **relationship between geography and history**.
3. in order to recognize the **difference between fact and opinion, between evidence and assertion**; and thereby frame useful questions one must read widely and critically.
4. history is interpretive. People construct different accounts of the same event, which are shaped by their **perspectives**-their ideas, attitudes and beliefs.
5. ideologies, availability of resources and technological change affect **economic decisions**.
6. **demographic patterns** and processes of growth and decline, migration, and settlement **change over time** though always exhibit some form of **continuity** as well.
7. conflict and cooperation shape and transform **culture, society, and political** institutions.
8. **democratic** societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: Students will keep considering...

- What is power and who should have it?

- What is conflict and how should we handle it?
- What should governments do?
- Why do people move?

Students will know/understand.....	Standard	Students Will Be Able to.....
<p>Finding and analyzing primary and secondary sources in order to create an argumentative essay explaining the main causes of the decline and fall of the Roman Empire.</p> <p>The importance of government and how it helped to organize early civilizations. Early law, such as the Twelve Tables, and their impact on the structure and order within Ancient Rome. The power of early leaders (kings/Emperors) and how their decisions influenced their people.</p> <p>The evolution of leadership within an early civilization to help create stability and allow a group of people to live together.</p> <p>Early civilizations are defined by their geography, political, economic, religious, social, intellectual, and artistic characteristics.</p> <p>Early civilizations believed in a variety of religions that created order such as the Greek/Roman myths as well as Christianity.</p> <p>The various reasons that led to the decline and fall of the Roman Empire, and how this fall impacted Europe moving forward.</p>	<p>1.CC.C</p> <p>1.GS.A</p> <p>2.GS.A</p> <p>2.GS.B</p> <p>2.PC.A</p> <p>3.CC.A</p>	<p>With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.</p> <p>Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to 1450.</p> <p>Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.</p> <p>Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city-states and empires.</p> <p>Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.</p> <p>Analyze the rise and fall of classical civilizations to determine their significance to future societies.</p>

<p>The relationship between Greek city states (Athens and Sparta) was tumultuous, and sometimes led to conflict and also cooperation for the greater good.</p> <p>The Roman Twelve Tables were developed to ensure political equality and fairness among the free people of the Roman Republic.</p> <p>The geographic features of Greece and Rome impacted where people settled, and how well they were able to work together.</p> <p>Weather, climate, and natural disasters created positive and negative situations for the Greeks and Romans.</p> <p>The Greeks and Romans used their location in the Mediterranean Sea to trade with various groups of people throughout the region.</p> <p>The plebeians wanted more political representation in government, and were willing to upset the status quo in order to achieve this goal.</p> <p>The Greeks made strong advancements in military warfare (phalanx), architecture (doric, ionic, corinthian columns, Parthenon), arts (Greek drama, theatre), and philosophy (Socrates)</p> <p>The Romans revolutionized the building of large structures by using concrete (Colosseum, Pantheon, aqueducts), had various forms of public entertainment (Colosseum, Circus Maximus, theatre), and the creation of artwork (mosaic, fresco).</p> <p>Alexander the Great spread Greek culture throughout the areas that he conquered.</p>	<p>3.CC.B</p> <p>3.GS.C</p> <p>3.G.A</p> <p>3.G.B</p> <p>3.EC.A</p> <p>3.EC.C</p> <p>3.PC.B</p> <p>3.PC.C</p>	<p>Trace the impact of conflicts, competition, and cooperation within and among classical civilizations</p> <p>Explain how the rule of law developed from a written code of laws as well as separation of powers and checks and balances.</p> <p>Explain the significance of physical geography to the creation of classical civilizations.</p> <p>Identify the effect of natural forces upon human activities.</p> <p>Describe trade patterns and how they influenced the movement of resources, goods, and services.</p> <p>Explain how political and economic stability affects the well-being of individuals and society.</p> <p>Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.</p> <p>Examine the extent and impact of cultural diffusion that results from empire building (e.g. spread of Hellenism, Roman and Chinese dynasties).</p>
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<p>The Roman Empire spanned through Europe, northern Africa, and parts of the Middle East, spreading Roman culture and ideas throughout these areas.</p> <p>The preachings of Jesus Christ along with the old testament would become the main beliefs of the Christian religion.</p> <p>Examine the various forms of government in ancient Greece and Rome including monarchy, oligarchy, tyranny, and democracy (direct and representative).</p> <p>The Romans persecuted Christians, forcing them to practice their beliefs in private. Eventually Christianity would gain many followers in Rome, and Rome would remove all bans on the Christian faith.</p>	<p>3.PC.D</p> <p>4.GS.A</p> <p>4.GS.C</p> <p>ISTE1</p> <p>ITSE2</p> <p>ISTE3</p> <p>ITSE4</p>	<p>From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.</p> <p>Explain the origins, functions, and structure of governmental systems within civilizations.</p> <p>Analyze the conflict and cooperation between religions and the state to determine their impact on people and societies.</p> <p>Students leverage technology to take an active role on choosing , achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.</p> <p>Use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.</p>
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Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 3, 4, 7	1.GS.A 3.CC.A 3.CC.B 3.PC.C 3.PC.D ISTE 2 ISTE 3	<p>Description of Assessment Performance Task(s): Students will work through the provided sources in order to answer the following prompt: What were the main reasons that led to Rome’s decline and fall? After analyzing the provided sources, students will find and cite two additional sources in order to construct a thesis statement and compose three supporting paragraphs answering the prompt. Additional sources can be found via online research (Example: Explora, WebPath, Ebsco, Britannica databases). Teachers are encouraged to collaborate with building Library Media Specialists to help students learn to find and use these resources. Students will rank the top three most impactful reasons that they believe led to the fall of Rome. Each of their supporting paragraphs will address one of their reasons and cite evidence from the sources they utilized.</p> <p>The assessment to be graded will consist of a thesis statement, followed by three supporting paragraphs.</p> <p>Teacher will assess: Teacher will assess organization/structure of the writing, development of a thesis statement, evidence to support thesis, proper use of content appropriate language.</p> <p>Performance: Mastery: 4-3 Near Mastery: 2 Remediation: 1</p> <p>Scoring Guide: Scoring Rubric</p>	C 21 Century Critical Thinking

Unit 3: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
4	<p>1.CC.C 3.PC.A</p> <p>ISTE1 ISTE3</p>	<p>1. Activity: Gods of Olympus Gallery Walk Objective: <u>Know</u>- The various gods of Olympus <u>Understand</u>- How these gods interacted with another in the Greek myths <u>Be able to</u>- Complete a graphic organizer during a gallery walk.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • (Day 1)Teacher will begin by going through the following presentation with students. This presentation will provide students with the objective, the task they will be given, an example of a finished product, and the requirements. • Students will be picking one of the Gods of Olympus, creating a visual representation (could be an illustration of that god or goddess, or symbols of the god based on research, see example in presentation), researching what they are the god of, any family connections that they have (spouses, siblings, parents, children, etc.), and an interesting bit of information about that god that they found throughout their research. Research resources could include the textbook, online research, help from your library media specialist. • (Day 2) Students will post their creations around the classroom. • At this point, they will receive the graphic organizer that they will complete by viewing other students work during a gallery walk. 	<p>Summarizing/ Note taking</p> <p>Graphic Organizer</p>	<p>R/R Quadrant B</p> <p>21st Century Collaborati on Creativity</p>
1, 4, 7, 8	<p>1.GS.A 3.GS.B</p>	<p>2. Activity: Direct and Representative Democracy Objective: <u>Know</u>- The differences between a Direct and Representative democracy. <u>Understand</u>- The value of living in a democratic society <u>Be able to</u>- pick out characteristics of a direct or representative democracy using a Venn Diagram.</p>	<p>Similarities and Differences</p> <p>Summarizing and Note-taking</p>	<p>R/R B, C</p> <p>Communic ation</p>

		<ul style="list-style-type: none"> ● Analyze photographs of democratic participation. Students will look at photos and determine what part(s) of the democratic process are being shown. ● Concept attainment Activity: Direct and Representative Democracy. Students find similarities and differences between different examples of the democratic processes. (link above). ● Review the US political system. ● Analyze Direct/Representative democracies using Venn Diagrams. <ul style="list-style-type: none"> ○ Ask students to consider which diagram best reflects the relationship between Direct and Representative Democracy. Have them use relevant and significant aspects of each of the models of political decision making. ● Introduce the Case studies. <ul style="list-style-type: none"> ○ Tell students that they will be working in groups (of 3-4) to prepare a recommendation for the most effective democratic decision-making process in a particular situation. ○ The students will write out their recommendations for the case studies. ● Rating Scale for the Case studies. 	Cooperative Learning advance Organizers	Critical Thinking Collaboration
1, 3, 4, 7	3.GS.A 3.GS.C 3.EC.C	<p>3. Activity: Conflict of the Orders: Plebeians vs. Patricians</p> <ul style="list-style-type: none"> ● Objective: <u>Know</u>- The differences between the Patricians and Plebeians. <u>Understand</u>- Why the Plebeians were unhappy with their status in Roman society. <u>Be able to</u>- Construct an argument from the perspective of both the Plebeians and Patricians. <p>Implementation:</p> <ul style="list-style-type: none"> ● (Day 1) Teacher will go through the following presentation with students. This lesson contains the objective, explains who the plebeians and patricians were, and goes through the Conflict of the Orders. There is a stopping point in the lesson. Once this point is reached, move on to the next step. The presentation above will be completed after the POV graphic organizer and debates are complete. ● While students are going through this lesson, they can complete the following graphic organizer.(Graphic organizer key) This will give them an alternate way of organizing their thoughts, other than just taking notes. ● (Day 1 into 2) After going through the first part of the lesson above, 	Summarizing and note taking Graphic organizer Cooperative learning	R/R D 21 Century Communication Collaboration Critical thinking

		<p>students will use the Patrician and Plebeian POV graphic organizer in order to construct an argument from the perspective of each side. In order to get them in the mindset of both patricians and plebeians, have students brainstorm what the mindset of each side would be entering a debate. (Example: a T-chart with pats and plebs on each side. Students may come up with terms for patricians such as arrogant, selfish, entitled, confident, snobby, etc. They might come up with words for plebeians such as frustrated, angry, desperate, vengeful, etc.) With these words in mind, it should be easier for them to construct their arguments for each POV.</p> <ul style="list-style-type: none"> • The POV graphic organizer is split into two sides, one for pats and one for plebs. • Each side starts with some guiding questions, and then has space for them to collect their thoughts into response from the perspective of both the patricians and plebeians. • (Day 3) Optional: Class should be split in half. One side assigned patrician, the other plebeian. • They will then partner up with an opposite, and take turns arguing their assigned role. • Teacher can then ask if any student volunteers would like to model their debate process in front of the class (if time is available). • (20 minutes) After optional debates are complete, teacher should return to the starting presentation, and finish the rest of the lesson. 		
1, 7, 8	1.GS.A 3.GS.C	<p>4. Activity: Twelve Tables</p> <ul style="list-style-type: none"> • Laws • “You be the Roman Judge” Chart • Background about laws. Youtube video: https://www.youtube.com/watch?v=N9ng-F1fOKc • Working with a shoulder partner hand out the copy of the Twelve Tables and a ‘You Be the Roman Judge’ chart for each student. (Even though they are working with someone; each student should fill in their own chart). • Working with the partner fill in the chart. • Once they are finished - go over the chart as a group and talk about how each group ‘ruled’ and decided cases/punishments. • Objective: <ul style="list-style-type: none"> ○ We will know Twelve Tables. 	Cooperative Learning Questions, Cues, advance organizers	B Communication Collaboration Critical thinking (?)

		<ul style="list-style-type: none"> ○ We will understand how the Romans used these laws to keep order in society. ○ We will be able to read scenarios from Roman Society and determine what would have been decided during that time. 		
2, 5, 7	3.G.A 3.G.B 3.EC.A 3.EC.B 3.PC.B ISTE 2	5. Activity: Greece and Rome G.P.E.R.S.I.A. Chart <ul style="list-style-type: none"> ● Objective: <u>Know</u>- Achievements and accomplishments of the classical civilizations. <u>Understand</u>- How these achievements and accomplishments impacted the ancient world. <u>Be able to</u>- Categorize these achievements and accomplishments into a G.P.E.R.S.I.A. organizer. ● Students will use all resources available to them (textbook, tech device, graphic organizers, notebook etc.) to complete the G.P.E.R.S.I.A. graphic organizer. ● This graphic organizer can be completed throughout the unit as different topics are studied, or towards the end of the unit after the majority of topics have been studied. ● Students are tasked with categorizing the characteristics of the classical civilizations into the G.P.E.R.S.I.A. chart (geography, political system, economy, religion, social structure, intellectual achievements or ideas, artistic achievements). ● Students need to justify how the items they chose to include for each characteristic fit in that category. ● This graphic organizer can be completed individually, or with shoulder partners. 	Summarizing and note taking Graphic Organizer	R/R C 21 Century Communication Critical thinking
2, 3, 4, 5, 8	2.BS.B 2.EC.B 1.GS.A 3.GS.B 1.PC.B	6. Activity: Athens vs. Sparta Commercials <ul style="list-style-type: none"> ● Each member of a group should sign up to research two or more of a variety of elements of either Athens or Sparta’s culture to put into a commercial: including the geography, politics, economics, religion, social structure, ideas and intellectual achievements, and art of the culture. ● Create a travel commercial script that includes the above elements. Commercials/movies should be between 2-4 minutes. Create at least one 	Cooperative Learning Summarizing/ Note-Taking Providing Recognition	R/R C, D 21 Century Communication Collaborati

		<p>line for each team-member. (Google Docs allow for all students to simultaneously work on the script)</p> <ul style="list-style-type: none"> • Create a commercial using iMovie. Kids are encouraged use stock photos and music, and every member of the team must appear on camera and speak at least one line. • Videos are shared using an Apple TV and also shared on my Instagram page for parents to see. <p>Sample Video</p> <p>Objectives:</p> <ul style="list-style-type: none"> • We will know the fundamental differences between Athens and Sparta • We will understand why these differences occurred. • We will be able to produce a final product that will educate our peers and community. 		on
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Unit 3: Resources

UNIT RESOURCES	
<p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 10-13 • United Streaming • Brainpop <p>DVD:</p> <ul style="list-style-type: none"> • Ancient civilizations for children: Ancient Greece. Schlessinger Media • Ancient civilizations for children: Ancient Rome. Schlessinger Media • Understanding World Religions: Christianity Schlessinger Media 	
<p><u>Student Resources:</u></p> <ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 10-13 	
<p><u>Vocabulary:</u></p> <p>https://dese.mo.gov/sites/default/files/glossary-social-studies.pdf</p>	

If you need to define words not on the DESE website, please use dictionary.com

Polis- A Greek city state.

Citizen- A native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection.

Monarchy- A government with a single ruler, usually a king or queen.

Oligarchy- Political power is held by a small group of wealthy people.

Tyranny- A government run by a strong ruler.

Direct Democracy- A political system in which citizens participate directly in decision making.

Representative Democracy- Citizens elect others to represent them in government.

Hellenistic- Of or relating to the Greeks, their language and culture.

Mythology- The collection of myths or stories that people tell about their gods and heroes.

Republic- A government in which citizens have the right to vote and elect officials.

Veto- To stop or cancel the action of a government official or body.

Empire- A state containing several countries or territories, usually ruled by a single ruler or emperor.

Civil War- A war between groups from the same country.

Pax Romana- A long period of peace and prosperity in Rome.

Gladiator- Men who fought each other for public entertainment.

Martyr- People who die for their beliefs.

Crucifixion- A slow and painful Roman method of execution that involved the victim being tied to a large wooden cross.

Resurrection- Coming back to life after death.

Gospel- The first four books of the New Testament of the Bible.

Barbarian- The word that Romans used to describe all people that did not share their culture.

Unit 4: Feudalism

Content Area: Social Studies	Course: 7th Grade Ancient World Civilizations	UNIT: Feudalism
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Unit Description: This unit describes the collapse of governments resulting in the development of kingdoms and the rise of feudalism in Europe and Japan. Rule of law is further developed by the Magna Carta and other documents. The Middle Ages were defined by the impact of Christianity in all areas of people's lives. Students will understand the origin, structure, spread and significance of Islam during this time period. This period explores how the Crusades and the Black Death affected the Europeans and Asian societies, as well as how intellectual, technological, and artistic advancements helped determine the legacy of European countries.	Unit Timeline: 4 weeks
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – Students will understand that... (Big Ideas)

1. in order to avoid simplified generalizations that one must understand the complexity of historical **cause-effect relationships**.
2. as a context for events, one must understand the **relationship between geography and history**.
3. in order to recognize the **difference between fact and opinion, between evidence and assertion**; and thereby frame useful questions one must read widely and critically.
4. history is interpretive. People construct different accounts of the same event, which are shaped by their **perspectives**-their ideas, attitudes and beliefs.
5. ideologies, availability of resources and technological change affect **economic decisions**.
6. **demographic patterns** and processes of growth and decline, migration, and settlement **change over time** though always exhibit some form of **continuity** as well.
7. conflict and cooperation shape and transform **culture, society, and political** institutions.
8. **democratic** societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: *Students will keep considering...*

- What distinguishes one culture from another?
- Why do government structures change according to the needs of a society?
- How does religion play a major role in shaping a culture?
- What is power and who should have it?

Students will know/understand.....	Standard	Students Will Be Able to.....
Rise of Feudalism and need for protection in the Middle Ages.	1.CC.B	Explain connections among historical context and peoples' perspectives at the time in world history.
How the Black Death caused Europe's population to fall and the impact that had on society. Crusades and their influence on those who fought and those who did not throughout Europe and Asia. How wars led to the creation of a feudal society.	1.CC.E	Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as challenges and opportunities faced by those trying to address the problem.
The importance of government and how it helped to organize early civilizations. Law and documents, such as the Magna Carta, and its impact on the structure and order within Europe after the Middle Ages and for future society. The power of the church and its leaders to control land and kingdoms throughout Europe.	1.GS.A	Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history prior to c. 1450.
Read a map using elements like the key/legend, map scale, compass rose.	1.G.C	Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
How the Plague caused a loss in population which led to a decline in the workforce. How peasants were able to demand better work conditions based	1.EC.A	Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c.1450.

<p>on the limited number of workers available after the Black Death.</p> <p>Relationship between a lord and his vassal for protection, loyalty and land. Struggle of the peasants in their daily lives to survive. How the Black Death did not discriminate among people within society.</p>	<p>1.PC.B</p>	<p>Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p>
<p>How warring leaders and kingdoms led to fear which in turn led to the creation of a system of government based on loyalty and protection.</p>	<p>4.CC.A</p>	<p>Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.</p>
<p>Beliefs of Muslims and their impact on Islamic and other societies.</p>	<p>4.CC.B</p>	<p>Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.</p>
<p>How the Black Death caused Europe's population to fall and the impact that had on society. Crusades and their influence on those who fought and those who did not throughout Europe and Asia.</p>	<p>4.CC.C</p>	<p>Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.</p>
<p>After the Fall of the Roman Empire, warring kingdoms led to the rise of a government that used land, loyalty and protection.</p>	<p>4.GS.A</p>	<p>Explain the origins, functions, and structure of governmental systems within civilizations.</p>
<p>That limited government, shared government power and rule of law helped create documents like the Magna Carta to limit the power of kings.</p>	<p>4.GS.B</p>	<p>Explain how the rule of law is further developed by the Magna Carta and other documents and traditions including limited government and due process.</p>
<p>Crusaders and Muslims both staked claim to the city of Jerusalem, and fought Holy Wars to determine who would rule that city.</p>	<p>4.GS.C</p>	<p>Analyze the conflict and cooperation between religions and the state to determine their impact on people and societies.</p>
<p>How the Mongol ways of life impacted the places that they invaded.</p>	<p>4.G.A</p>	<p>Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.</p>
<p>Magna Carta and the importance this document had within Europe and in setting up future governments.</p>	<p>4.PC.A</p>	<p>Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.</p>

Islam's beginnings, teachings, and influence in the Middle East and Northern Africa.	4.PC.B	From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.
Impact of the Crusaders and the pilgrims traveling between Jerusalem and Europe.	4.PC.C	Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.
Lords, vassals, knights, serfs and how the relationships helps the feudal society.	4.PC.D	Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
	ISTE3	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit 4: Assessment

EVIDENCE OF LEARNING

<u>Understanding</u>	<u>Standards</u>	Unit Performance Assessment: Description of Assessment Performance Task(s): Students will read and annotate primary and secondary sources about the Crusades and analyze points of view from the documents. In that analysis, students will summarize facts and key ideas, determine historical significance, and infer the author's purpose. Students will then create their own responses: One for the claims of the Christians to the Holy Land and one for the claims the Muslims have to the same area. Teacher will assess: Claim, evidence (effective support) for the claim, analysis from written paragraphs. Performance:	R/R Quadrant 21 Century C, D critical thinking communication creativity
1, 3, 4, 7	1.PC.B 4.CC.C 4.GS.C 4.PC.B 4.PC.C ISTE3		

		Mastery: 4-3 Near Mastery: 2 Remediation: 1 Scoring Guide: Unit 4 Performance Event Rubric	
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Unit 4: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 4, 6	4.CC.C 1.G.C 1.CC.E 1.PC.B 1.EC.A	1. Activity: Plague Simulation Day 1: Introduce the Plague by listening to Sawbones: Plague Medicine Day 2: <ul style="list-style-type: none"> ● Students will be given one of six journeys, either a pilgrimage or a trader, through Europe. Each city is denoted by a paper bag filled with colored beans. Some beans denote either the plague or cholera (p 4 of document). Students will travel from town to town. At each town, they will roll one die to see how many nights they stay. Several towns are just showing evidence of the plague. Draw out the bag as many beans as the number of nights you are staying. If you get a red bean, you have plague. If you get a black bean, you have contracted cholera. ● Student DO NOT die right away, continue on the journey. You must replace the beans you have drawn. As they travel, they add plague or cholera beans to the bags and mark that town as infected. ● Students will likely die in their second town. ● The disease will quickly spread through the classroom. Great connection to 	Generating and Testing hypothesis Non-Linguistic Questions, Cues, and Advance Organizers	Rigor / Relevance framework: C, B 21C creativity, collaboration, communication, critical thinking

		<p>science and the spread of infectious disease as well!</p> <ul style="list-style-type: none"> • If students live - write a postcard home talking about their journey and the fear of disease from their travel. - Travel home (backwards) • If they die - They should note where they were infected and how they spread the disease. • All students will run through this simulation several times, but each time the disease becomes more and more prevalent and death rates increase. <p>Exit Slip: Explain how a disease may spread across the globe today. Is it a bigger threat due to increased travel or less of a threat due to more medical knowledge?</p> <p>Objective:</p> <ul style="list-style-type: none"> • We will know how diseases spread. • We will understand how and why the plague spread. • We will be able to analyze the threat of global epidemic today. 		
3, 7	<p>1.GS.A 1.PC.B 4.CC.A 4.GS.A</p> <p>ISTE3</p>	<p>2. Activity: Samurai and Knights DBQ Document Analysis and Comparison</p> <p>Objective:</p> <ul style="list-style-type: none"> • We will know the codes and training of Samurai and Knights. • We will understand the similarities and differences between Samurai and Knights. • We will be able to create a venn diagram showing the similarities and differences of Samurai and Knights. <p>Implementation:</p> <ul style="list-style-type: none"> • Students will work through the provided primary and secondary sources in order to answer the following prompts: Samurai and Knights: were the similarities greater than the differences and who is the greatest hero: Samurai and Knights? • Students can use a variety of techniques, such as think, pair, share, cooperative learning groups, and summarizing and note taking, to analyze the documents and answer the guiding questions for each document. When analyzing the documents students should get a greater understanding about the feudal class system, view on loyalty, armor and military training, codes of honor, and feelings about death. • When students have completed the analysis of the documents and the guiding questions they will create a Venn Diagram or advance organizer to 	<p><u>Instructional Strategy:</u></p> <p>Identifying Similarities and Differences</p> <p>Summarizing</p> <p>Cooperative Learning</p> <p>Questions, Cues, and advance Organizers</p>	<p><u>R/R:</u> A, B</p> <p><u>21C:</u> Collaboration, Communication</p>

		<p>compare and contrast Samurai and Knights.</p> <ul style="list-style-type: none"> Finally students will present a case, using evidence from the documents and Venn Diagram, for who would be the greatest hero: Samurai or Knight. This can be completed by a writing sample, non-linguistic representation, poster, diagram, pamphlet, or other activity. Samurai and Knights Rubric 		
4, 7	<p>4.PC.D 4.GS.A 1.CC.B 1.GS.A</p>	<p>3. Feudalism Simulation</p> <p>Objective:</p> <ul style="list-style-type: none"> We will know the basic vocabulary terms for the feudal system. We will understand how the feudal system works. We will be able to simulate the feudal system. <p>Implementation:</p> <ul style="list-style-type: none"> Watch this video Reproduce and cut out the role identification cards on page 38 in the following class percentages (approximate): Noble (10%); Vassal (30%); Peasant (55%). Prepare only one King identification card since there will be only one student in this role at any given time. For example, in a class of 21 students, roles could be assigned as follows: 1 King, 2 Nobles, 6 Vassals, and 12 Peasants. (See diagram on page 39.) The Noble, Vassal, and Peasant cards need to be categorized into two respective domains: one-half of each are to be marked A, and the other half are to be labeled with a B. If you have a third noble, the role cards would be divided into thirds. Depending upon the number of students, you may have to alter the number of cards slightly to keep the approximate proportions. Throughout the activity there can be only one king. The ratio of total students in the class to nobles should be about 10 to 1. Have students draw identification role cards at random. Students will organize themselves into a social pyramid and pay fidelity to their vassals, lords, and king. For Discussion - In the early medieval period, the rights of man were not a major concern; survival was. At the end of this activity, students will no doubt complain that the king now has 46 pieces of candy while they, as peasants, have but four. Turn those concerns into constructive and informative discussions about the roles within and aspects of the feudal 	<p><u>Instructional Strategy:</u></p> <p>Non-Linguistic</p> <p>Cooperative Learning</p> <p>Questions, Cues</p> <p>advance Organizers</p>	<p><u>R/R:</u> A, C</p> <p><u>21C:</u> Collaboration, Communication</p>

		system by asking the following questions: What need would the nobles and king have for all that food and material? What choice did the peasants have? Why did feudalism work?		
3, 4, 7, 8	4.GS.B 4.GS.A 4.PC.A 1.GS.A 4.CC.A	<p>4. Magna Carta Newscast</p> <ul style="list-style-type: none"> ● Starter activity: On the board will be a picture of King Richard I, using their prior knowledge of medieval history they will be asked to share ideas of what characteristics they think a good king should have; I will then use this to link to King John and his bad reputation. ● BBC News Report – Task 1: Pupils will be given the scenario that it is 1215 and King John has signed the Magna Carta, they are news reporters and need to gather information on why it has been signed. Using the “news report” worksheet, pupils must move around the classroom gathering the various pieces of information provided on the “evidence” worksheets. During this task, I will be moving round the classroom to assist pupils and check their understanding. ● BBC News Report – Task 2: Pupils will use the information they have gathered from task 1 to write a short paragraph on which reason they consider most important for the barons rebelling. ● If a pupil finishes all tasks, they will be asked to answer the question “In your opinion, why has King John been seen as a bad ruler?” ● BBC News Report – Task 3: This task will involve a couple of pupils coming to the front of the class and individually recalling what they have learned from the previous tasks. This will be done in the style of a news flash with the emphasis on short and concise answers. ● Plenary activity: Using the Richard III as an example, pupils will be asked to put a positive spin on King John. They will consider whether his actions can instead be interpreted as those of a strong leader. <p>Objectives:</p> <ul style="list-style-type: none"> ● We will know what the Magna Carta was. ● We will understand how the Magna Carta changed government. ● We will be able to create a concise summary. 	<p><u>Instructional Strategy:</u></p> <p>Summarizing</p> <p>Feedback</p> <p>Generating and Testing a Hypothesis</p> <p>Questions, Cues, and Advance Organizers</p>	<p><u>R/R:</u> C, D</p> <p><u>21C:</u> Creativity, Communication</p>
1, 4, 7	4.CC.B 4.G.A	<p>5. Mongol and Islamic Rule</p> <ul style="list-style-type: none"> ● Students will begin by discussing what they know about Mongol culture. ● Ask students to answer several hypothesizing questions individually or with groups. 	<p>Cues, Questions and Advance Organizers</p>	<p><u>R/R</u> B</p> <p><u>21C</u> Communic</p>

		<ul style="list-style-type: none"> • Have students share their choices and their reasons for them. Ask them to arrive at a consensus on what they are the five most important factors in building a successful empire. Write them on the board. • Tell students that they will be discussing what it was about the Mongols that led to their success by considering the following, which influence the outcome of any empire-acquiring enterprise. • Be sure to include a discussion about how this conquering culture helped to spread Islam. <p>Objectives</p> <ul style="list-style-type: none"> • We will understand how the Mongols used conquest to spread their rule around Asia, Europe, and Africa. 		ation
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Unit 4: Resources

UNIT RESOURCES	
Teacher Resources:	<ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 15; 18; 21-23 • United Streaming • Brainpop
DVD:	<ul style="list-style-type: none"> • Understanding World Religions: Islam Schlessinger Media
Student Resources:	<ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 15; 18; 21-23
Vocabulary:	<p>https://dese.mo.gov/sites/default/files/glossary-social-studies.pdf <i>If you need to define words not on the DESE website, please use dictionary.com</i></p> <p>Hijra- The Arabic word for migration. Kaaba- A cube-shaped building in Mecca, the most sacred Muslim pilgrim shrine, into which is built the black stone given by Gabriel to Abraham. Quran- The holy book of the Islamic faith.</p>

Hajj- The Muslim pilgrimage to Mecca.
Mosque- A Muslim house of worship.
Feudalism- A social system in which landowners granted people land or other rewards in exchange for military service or labor.
Shogun- In Japan, a supreme military commander.
Daimyo- Local landowning lords in Japan.
Samurai- Highly trained warriors in Japan.
Bushido- The code, or set of laws that guided the actions of the samurai.
Pagan- A follower of a polytheistic religion, or a religion with more than one god.
Vassal- In feudalism, the lesser lords.
Fief- Estate, or land of a vassal.
Knight- A man, usually of noble birth, who after an apprenticeship as page and squire was raised to honorable military rank and bound to chivalry.
Chivalry- Code of conduct of knights which required them to be brave, loyal, and generous.
Manor- The agricultural estate of a medieval lord.
Serf- Peasants who were legally bound to the lord's land.
Pilgrimage- A journey to a holy place.
Crusades- A series of military campaigns to establish Christian control over the Holy Land, Jerusalem.

Unit 5: Tribal Civilizations

Content Area: Social Studies	Course: 7th Grade Ancient World Civilizations	UNIT: Tribal Civilizations
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Unit Description: The continuation of economic growth through Trans-Saharan Trade routes and spread of Islam to northern Africa. Students will analyze the diverse Indigenous cultures in both North, Central and South America to explain the ways they adapted to their various environments. This unit will also link the introduction of Europeans to the Americas and the impact that had on the Indigenous peoples.	Unit Timeline: 4 weeks <ul style="list-style-type: none">• African Tribes - 1 week• North/South American Indian Tribes - 3 weeks
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – Students will understand that... (Big Ideas)

1. in order to avoid simplified generalizations that one must understand the complexity of historical **cause-effect relationships**.
2. as a context for events, one must understand the **relationship between geography and history**.
3. in order to recognize the **difference between fact and opinion, between evidence and assertion**; and thereby frame useful questions one must read widely and critically.
4. history is interpretive. People construct different accounts of the same event, which are shaped by their **perspectives**-their ideas, attitudes and beliefs.
5. ideologies, availability of resources and technological change affect **economic decisions**.
6. **demographic patterns** and processes of growth and decline, migration, and settlement **change over time** though always exhibit some form of **continuity** as well.
7. conflict and cooperation shape and transform **culture, society, and political** institutions.
8. **democratic** societies must balance the rights and responsibilities of individuals with the common good.

Essential Questions: Students will keep considering...

- Why successful trade is key to societal prosperity?
- Why the struggle for power among societies is ongoing over time?
- Which factors, such as language, leisure, affluence, social systems, and government, combine to define a society's culture?

Students will know/understand.....	Standard	Students Will Be Able to.....
How indigenous peoples from the Americas may have worked together	1.CC.B	Explain connections among historical context and peoples' perspectives at the time in world history.
How to use research to solve a problem	1.CC.C	With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
How to develop a solution to a problem faced by an indigenous peoples of America.	1.CC.D	Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
How problems faced by indigenous peoples	1.CC.E	Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
	1.G.A	Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to 1450.
	1.EC.A	Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.
	1.PC.A	Using a world history lens, describe how people's perspectives shaped the sources/artifacts they created.

<p>The evolution of farming and domestication and how the early peoples adapted to it. How farming and domestication led to a food surplus which allowed for specialization of labor.</p> <p>Early civilizations are defined by their geography, political, economic, religious, social, intellectual, and artistic characteristics.</p> <p>Hammurabi's Code and its consequences.</p>	<p>1.PC.B</p> <p>2.CC.A</p> <p>2.GS.A</p> <p>2.GS.B</p> <p>2.GS.C</p> <p>2.G.B</p> <p>2.PC.D</p> <p>3.EC.A</p> <p>4.CC.D</p> <p>4.G.A</p> <p>4.G.B</p>	<p>Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p> <p>Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas.</p> <p>Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.</p> <p>Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, and city- states and empires.</p> <p>Explain how the codification of law impacted early civilizations.</p> <p>Analyze the cultural and human characteristics of early civilizations to determine how they are similar and different.</p> <p>Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.</p> <p>Describe trade patterns and how they influenced the movement of resources, goods, and services.</p> <p>Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.</p> <p>Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.</p> <p>Explain how physical geographic characteristics influenced human identities and culture.</p>
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	4.EC.A	Explain how interregional trade intensified the exchange of goods and ideas such as the trans-Saharan trade, the Silk Roads, and the Indian Ocean networks
	4.PC.A	Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and Mesoamerican civilization.
	ISTE3	Students critically curate a variety of resources using digital tools to curate knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit 5: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> <u>Description of Assessment Performance Task(s):</u>	<u>R/R Quadrant</u> <u>21 Century</u>
1, 3, 6, 7	1.CC.C 2.GS.A 2.GS.B 2.PC.D 3.EC.A	<p>With a research partner or small group, students will research the problems faced by a tribe of indigenous people around the time of European Exploration. They will divide guiding research questions between members of the group and independently research the questions they were assigned. They will be the sole provider of this information, and will eventually return to share it and teach their peers.</p> <p>They will then determine the greatest problem facing their tribe, and from their research they will create a resolution, or solution, to this problem in the style of the United States legislation.</p> <p>Teacher will assess: <i>Research</i> - Identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to</p>	<p>C, D</p> <p>Critical Thinking Communication Collaboration Creativity</p>

		<p>a contemporary issue. Government - Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.</p> <p>Performance: Mastery: 4-3 Near Mastery: 2 Remediation: 1</p> <p>Scoring Guide</p> <p>Objectives:</p> <ul style="list-style-type: none"> We will know a variety of indigenous American tribes. We will understand problems facing indigenous peoples. We will be able to create a solution to a problem facing indigenous peoples. 	
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Unit 5: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 3	1.PC.A 1.CC.C 1.PC.B 2.GS.C 4.G.A 4.G.B 4.PC.A ISTE 3	<p>1. Activity: Tribal Museum - Prior to the performance event - Students will explore an American Indigenous tribe by learning about a variety of different elements of their culture to create an interactive museum exhibit for the students to visit. Tribes should be divided between PLC partners so that kids can visit exhibits in their own classrooms as well as their peers'. Students are also invited from sixth grade classrooms as a preview of AWC.</p> <ul style="list-style-type: none"> Objective: <ul style="list-style-type: none"> We will know more about indigenous peoples. We will understand various elements of indigenous peoples. 	Cooperative Learning Non-linguistic representation	A, B, C Communication Collaboration Creativity

		<ul style="list-style-type: none"> We will be able to create a museum display to teach our peers about an indigenous tribe. 		
1, 4, 7	1.CC.B 1.CC.E 1.GS.A 1.EC.A 1.PC.A 1.CC.D 4.G.A 4.G.B	<p>2. Activity: Tribal Council - After the Performance Event, students will use their resolutions to participate in a hypothetical model UN (MUN) style debate to keep peace amongst tribes, develop friendly relationships, improve lives of other indigenous peoples, and harmonize actions. This video helps explain MUN. Students will act as members of their indigenous tribe and should try and carry on the POV of that nation, rather than their own.</p> <ul style="list-style-type: none"> Slide Show <p>How to have a MUN Style Debate (adapted)</p> <ul style="list-style-type: none"> Have students from both classrooms come into one location. A student will be asked to open the Floor to debate. A student will suggest which resolution they wish to debate. Students will vote on whether or not to discuss that resolution. If it goes forward, students will raise hands and be called on to give their opinion on the topic. Switch back and forth between those who approve and those who don't. The goal of each speech is to persuade others to come to their side of the argument. During the debates, students may submit amendments to the resolution. This must be in writing. Read it aloud and ask students to vote on whether to discuss it or not. If it moves forward, debate it. Again, switch back and forth between those for and against. Eventually it will go to a vote. If it passes, add it to the resolution. It must now be passed with the amendment. When students are done debating a resolution, amendments have been added, and it is they way they want it, send it to a vote. Kids vote yay to pass it, nay to fail it. If it passes, it becomes "law." Move onto another resolution. <p>Objective:</p> <ul style="list-style-type: none"> We will understand the point of view of different indigenous tribes. We will be able to solve problems faced by indigenous tribes. 	Summarizing and Note Taking Cooperative Learning	C, D Critical Thinking Communication Collaboration Creativity
1, 3, 5, 7	2.G.B 2.CC.A	3. Activity: African Tribes	Summarizing and Note	B, C

	<p>4.CC.D 4.EC.A</p> <p>ISTE 3</p>	<ul style="list-style-type: none"> • Study some of the major Western, Eastern, and Central African Tribes. • Have the students in groups, each group taking ONE of the Tribes to read and research using the documents provided in the above link. • Students will compare these three areas for each tribe: Wealth, Leadership, and Decline and record their responses on a chart given (inside the above document). • Share each groups Tribe and have the students record the presented information. • After the groups share out, have them take these notes and respond to the comparison questions and individuals or groups. <p>Objective:</p> <ul style="list-style-type: none"> • We will understand the similarities and differences of major African Tribes. • We will be able to see how each tribe declined and how other tribes took over. 	<p>Taking</p> <p>Cooperative Learning</p>	<p>Critical Thinking</p> <p>Communication</p> <p>Collaboration</p>
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Unit 5: Resources

UNIT RESOURCES
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 16; 19-20 • United Streaming • Brainpop <p>DVD:</p> <ul style="list-style-type: none"> • Ancient civilizations for children: Ancient Maya. Schlessinger Media • Ancient civilizations for children: Ancient Inca. Schlessinger Media
<p>Student Resources:</p> <ul style="list-style-type: none"> • Pearson My World History 2012 Chapters 16; 19-20
<p>Vocabulary:</p> <p>https://dese.mo.gov/sites/default/files/glossary-social-studies.pdf</p> <p><i>If you need to define words not on the DESE website, please use dictionary.com</i></p> <p>Obsidian- A natural volcanic glass, a rock used in the past to make very sharp blades for spears and arrows.</p>

Absolute Monarchy- A system in which one person from a ruling family has unlimited powers.

Wigwam- A home formed by bending the trunks of young trees and tying them together to make a round frame.

Longhouse- Similar to the wigwam, but rectangular.

Tepee- Portable, cone shaped homes.

Igloo- Domed houses made from blocks of snow.

Bison- Also called buffalo, were hunted by many indigenous peoples, and used for many different purposes such as clothing, blankets, boats and teepees.

Caravan- A group of travelers, such as merchants or pilgrims, journeying together for safety in passing through deserts, hostile territory, etc.

Ethnic Group- Sharing a common and distinctive culture, religion, language, or the like.