Grade 7	Unit 1: Basic Geography		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:

1. How do the five themes of geography help explain what a place is like and why?
 	
2. How have landforms, waterways, climate, and natural resources shaped history?
 	
3. How does archaeology help scientists learn about ancient civilizations?
	Program of Studies
	
	❑ *H-2 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.*
	❑ *G-1 recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.*
	❑ *G-2 examine how technology influences modifications of the physical environment.*
	❑ *E-3 recognize that all societies must address the questions of production, distribution, and consumption.*
	❑ *E-5 examine relationships between personal and national economic activities.*
	❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.*
	
	Core Content
	
	❑ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D. DOK 2**
	❑ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D.**
		❑ The Five Themes of Geography
		  ❑ Place
		  ❑ Location
		  ❑ Regions
		  ❑ Movement
		  ❑ Human/ Environmental Interaction
		❑ Major landforms
		❑ The earth's structure
		❑ Erosion
		❑ Waterways
		❑ Climate, water, and wind
		❑ Geographer's Tools
		  ❑ Maps
		  ❑ Globes
		  ❑ Mercator Projection
		❑ Natural resources
		❑ Legends
		❑ Archaeology
			❑ Create climate maps showing the world's continents. Maps should include major climates zones and a key. Locate, mark, and discuss differences between climate zones. 7.4.1.1 DOK 2
			❑ View the video *Geography: The five Themes of Planet Earth.* 7.4.2.1 DOK 2
			❑ List and illustrate the five themes of geography on index cards. Put the theme on one side and the picture on the other. Work in pairs and use index cards like flash cards to reinforce an understanding of the themes. 7.4.2.1 DOK 2
			❑ Label an outline map of the world's continents, cut out the continents, and piece them together as they may have looked as one huge land mass named Pangea. 7.4.1.1 DOK 3
			❑ Create an illustrated dictionary of geographical terms that are organized in the categories of landforms and waterways. Work in groups using textbook and other geographical reference materials. 7.4.3.1 DOK 2, 7.4.3.2 DOK 3, 7.4.4.1 DOK 2, 7.4.4.2 DOK 2
			❑ Demonstrate how geographic tools are used to find absolute and relative location. 7.4.1.1 DOK 3
			❑ Answer questions about climate regions and landforms using diagrams. 7.4.3.1 DOK 2, 7.4.3.2 DOK 3, 7.4.4.1 DOK 2, 7.4.4.2 DOK 2
			❑ Construct a collage of the five themes of geography. Divide class into five groups. Each group will complete a collage on one of the five themes. 7.4.2.1 DOK 2
			❑ Prepare a persuasive speech telling why it is important to save our natural resources. Student will imagine that they are running for a state office. 7.3.4.1 DOK 2, 7.4.2.2
			❑ Examine a coin carefully and make a list of things they can learn from the people who made the coin. Also answer prepared questions about the coin. Work in groups of three. Discuss findings. Brainstorm a list of some things that are artifacts. 7.5.1.1 DOK 3
			❑ <u>Test-Geography</u> 7.4.1.1 DOK 3
			❑ <u>Open response – The Five Themes of Geography</u> 7.4.1.1 DOK 3

Grade 7	Unit 1: Basic Geography		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	DOK 3 ❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2** ❑ **SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A. D. changed over time as technologies, resources and knowledge became available. DOK 2** ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2** ❑ **SS-07-4.4.2 Students will describe ways in**		

Grade 7	Unit 1: Basic Geography		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2 ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3**		

Grade 7	Unit 2: Prehistoric People and Mesopotamia		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. Why is it important to study the history of prehistoric	**Program of Studies** ❑ *H-1 develop a chronological understanding early world history.* ❑ *H-2 use a variety of tools (e.g., primary an secondary sources, data, artifacts) to understand the interpretive nature (how*	❑ Prehistory ❑ Paleolithic Age/Old Stone Age ❑ Neolithic Age/New Stone Age	❑ View the video *The Fate of the Neanderthals.* 7.5.3.1 DOK 3 ❑ Create an illustrated timeline tracing the progression of early people from prehistory to the establishment of the first cities. Timeline should depict how early people

Grade 7	Unit 2: Prehistoric People and Mesopotamia		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
people and Mesopotamia? 2. What role did geography play in the development of prehistoric people and Mesopotamia? 3. How are cultural elements and social institutions reflected in Mesopotamian civilization? 4. What is the influence of government and economics on the rise and fall of Mesopotamia?	*perceptions of people and passing of time influence accounts of historical events) of government in early civilizations prior to 1500 A.D.* ❑ *H-3 analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).* ❑ *H-4 examine the impact of significant individuals and groups on world history prior to 1500 A.D.* ❑ *H-5 recognize cause-and-effect relationships and multiple causes of events in early world history.* ❑ *G-1 recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.* ❑ *E-2 examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.* ❑ *GC-1 examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).* ❑ *GC-2 compare and analyze various forms examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-2 investigate the emergence of social institutions and how they responded to human*	❑ Hunters and Gathers ❑ Civilization ❑ Migrate ❑ Specialization ❑ Domestication ❑ Development of agriculture ❑ Culture ❑ Timeline ❑ Maps ❑ Mesopotamia ❑ Fertile Crescent ❑ The Rise of Sumer ❑ Surplus ❑ Barter/Trade ❑ City-States ❑ Ziggurat ❑ Priest-Kings ❑ Cuneiform ❑ Babylon ❑ Hammurabi ❑ Code of Hammurabi ❑ Sargon I ❑ Gilgamesh	may have looked, what they wore, where they lived, and the tools that they used. 7.5.1.1 DOK 3, 7.3.4.2 DOK 2 ❑ Write a short essay explaining how tools, language, clothing, and the discovery of fire helped early people advance. (WP-Transactive) ❑ Create a chart with two columns, one-labeled "Neanderthals" and the other labeled "Cro-Magnons." Complete the chart with the following information: where they lived, how they got their food, kinds of tools they used, and other interesting facts. 7.2.1.1 DOK 2, 7.5.3.1 DOK 2, 7.3.1.1 DOK 2 ❑ Work in groups to write a script for a play describing the importance of specialization, government, and religion in the lives of Neolithic peoples. (WP-Transactive) 7.4.4.2 DOK 2, 7.3.4.2 DOK 2, ❑ Complete a diagram to show the cause and effects of the development of farming. 7.4.1.1 DOK 3, 7.3.4.2 DOK 2 ❑ Compare and contrast the cultures of the Old Stone Age and the New Stone Age. 7.4.1.1 DOK 3 ❑ <u>Respond to an open response question that compares and contrasts prehistoric man to modern man today. Students will use the four-column method as their prewriting technique.</u> 7.5.1.1 DOK 3, 7.5.1.2 DOK 3 ❑ View the video *Mesopotamia, Return to Eden.* 7.3.4.1 DOK 2 ❑ Watch video *ABCNEWS: Turning Points in World History-The Code of Hammurabi.* 7.2.1.1 DOK 2 ❑ Choose an event from Mesopotamian history to write about in newspaper style. Elements of a newspaper article should include who, what, where, when, why, and how. (WP) 7.5.1.2 DOK 3 ❑ Work in groups to research and present information about one aspect o life in Sumer, Akkad, or Babylon. The group will determine the subject and format. Subjects could include lifestyles, occupations, religious practices, or achievements. Formats could include role-plays, lectures, skits, posters, or Power Points. 7.4.3.1 DOK 2 ❑ Create a model of one of the 12 bustling Sumerian city-

Grade 7	Unit 2: Prehistoric People and Mesopotamia		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	needs. **Core Content** ❑ **SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2** ❑ SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ **SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2** ❑ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret**		states using materials of their choice. Draw a map showing branches of the Tigris and Euphrates rivers and locations of each city–state. 7.4.1.1 DOK 3 ❑ Label a map of ancient Mesopotamia and compare it with a present–day map to find those countries that now occupy the same region. 7.4.1.1 DOK 3 ❑ Research the geography of the western part of the Fertile Crescent and write a description of its landforms, climate, and resources. 7.4.2.1 DOK 2, 7.4.3.2 DOK 3 ❑ Create a chart on a poster that shows the achievements of Mesopotamian civilization. Some categories to include might be government, religion, art/architecture, laws, and writing. Include illustrations. 7.4.3.1 DOK 2 ❑ Research Henry Rawlinson, who first decoded cuneiform. Present the story to the class as a radio drama. 7.5.1.2 DOK 3 ❑ Decode a message written cuneiform. 7.2.1.1 DOK 2 ❑ Write down five laws set forth by Hammurabi and rewrite it to fit today's society. 7.5.1.1 DOK 3, 7.2.1.1 DOK 2 ❑ Analyze how early civilizations managed conflict among the citizens by reviewing visual and written information about Hammurabi's Code and focus on the ways in which criminals were punished. They will share findings with wanted posters, indicating the actions that would be taken against those who break the law. 7.5.1.1. DOK 3, 7.2.1.1 DOK 2 ❑ Develop ten laws to improve their lives at school. They should be basic rights for everyone at school. Work in groups or four. 7.5.1.1 DOK 3, 7.2.1.1 DOK 2 ❑ Work cooperatively to design a three-dimensional model of a ziggurat. Students may use a variety of materials to construct their model including cardboard, clay, or papier-mâché. An alternative could be to draw a cross section of a temple. 7.2.1.1 DOK 2 ❑ Design a diorama that depicts scenes from inside temple. Research rituals and activities that took place in the temples and re-create the scene. 7.2.1.1 DOK 2 ❑ Play a game to review the unit. Students will write and

Grade 7	Unit 2: Prehistoric People and Mesopotamia		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3 ❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2** ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2** ❑ **SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration,**		answer the questions to be used when playing the game. (See unit materials for game directions) 7.5.1.2 DOK 3, 7.5.3.1 DOK 2 ❑ <u>Test-Prehistoric People</u> 7.5.1.2 DOK 3 ❑ <u>Test-Mesopotamia</u> 7.5.3.1 DOK 2

Grade 7	Unit 2: Prehistoric People and Mesopotamia		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
	migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2 ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3** ❑ **SS-07-5.3.1 Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations. DOK 2**		

Grade 7	Unit 3: Ancient Egypt		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
1. Why is it important to study the history of Ancient Egypt?	**Program of Studies** ❑ *H-1 develop a chronological understanding of early world history.* ❑ *H-2 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how*	❑ The Nile River ❑ Upper and lower Egypt ❑ Timeline ❑ Maps ❑ Geographic features	❑ Through map study and analysis determine the importance of geography in the study of ancient Egyptian civilization. 7.4.1.1 DOK 3, 7.4.2.1 DOK 2 ❑ View the videos *Mummies and the Wonders of Ancient Egypt* and *King Tut: The Face of Tutankhamen.* 7.5.3.3

Grade 7	Unit 3: Ancient Egypt		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
2. What role did geography play in the development of the Ancient Egyptian civilization? 3. How are cultural elements and social institutions reflected in ancient Egyptian civilization? 4. What is the influence of government and economics on the rise and fall of Ancient Egypt?	*perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.* ❑ *H-3 analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).* ❑ *H-4 examine the impact of significant individuals and groups on world history prior to 1500 A.D.* ❑ *H-5 recognize cause-and-effect relationships and multiple causes of events in early world history* ❑ *G-1 recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.* ❑ *G-2 examine how technology influences modifications of the physical environment.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.* ❑ *E-2 examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.* ❑ *E-3 recognize that all societies must address the questions of production, distribution, and consumption.* ❑ *GC-1 examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).* ❑ *GC-2 compare and analyze various forms of government in early civilizations prior to 1500 A.D.*	❑ Natural resources ❑ Neighboring civilizations ❑ Daily life ❑ Religion and afterlife ❑ Gods and goddesses ❑ Art and architecture ❑ Pyramids ❑ Hieroglyphics ❑ Hammurabi's Code ❑ Rosetta Stone ❑ Papyrus ❑ Pharaohs ❑ Mummification ❑ Old Kingdom, Middle Kingdom, and New Kingdom	DOK 3 ❑ Imagine that they are television journalists carried back in time to Ancient Egypt. They will write and present a newscast-style report on an object or structure to be shown on the evening news. 7.5.1.2 DOK 3, 7.4.3.1 DOK 2 ❑ Complete a chart that compares and contrasts scribe school to school today. 7.2.1.1 DOK 2 ❑ Create a Venn diagram that compares Ancient Egyptian burial practices with burial practices today. 7.2.1.1 DOK 2 ❑ Create a chart that compares characteristics of the Old Kingdom, Middle Kingdom, and the New Kingdom of Egypt. 7.5.3.3 DOK 3 ❑ Create bulletin boards, collages, or multimedia presentations that illustrates daily life in Ancient Egypt. 7.2.1.1 DOK 2 ❑ Make a model of the Step-Pyramid of Zoser (ca. 2700 B.C.) to gain a greater understanding of the evolution of ancient Egyptian pyramids. 7.3.4.2 DOK 2 ❑ Construct a crossword puzzle using at least twenty names, terms, or pieces of information about ancient Egyptian culture. 7.2.1.1 DOK 2 ❑ Demonstrate knowledge and understanding of the system of hieroglyphics by using the picture, rebus, and syllabic structure of hieroglyphics to create their own writing system. They will use this system to write a letter to a friend. 7.2.1.1 DOK 2, 7.4.4.2 DOK 2 ❑ Create a map of the geographical features of Ancient Egypt. 7.5.1.1 DOK 3, 7.4.1.1 DOK 3, 7.4.1.1 DOK 2, 7.4.2.1 DOK 2 ❑ Construct and illustrate a time line of the major events and rulers of Ancient Egypt. 7.5.1.1 DOK 3 ❑ Design and illustrate an "ABC Pyramid Book". 7.5.1.1 DOK 3 ❑ Construct an Egyptian pyramid out of materials of their chose. Design a landscape on which to place the pyramid. Locate or create models or drawings of the following items to place inside the pyramid: pharaoh's

Grade 7	Unit 3: Ancient Egypt		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-2 investigate the emergence of social institutions and how they responded to human needs.* **Core Content** ❑ **SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2** ❑ SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services addressed in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3**		body, clothing, weapons, furniture, and jewelry. 7.2.1.1 DOK 2 ❑ Make a life-sized mummy or coffin figure. 7.2.1.1 DOK 2, 7.5.3.3 DOK 3 ❑ Design a flipbook that describes how to mummify a body or how the stones for the pyramids were quarried and shipped to the building site or how to make papyrus. 7.3.4.1 DOK 2, 7.3.4.2 DOK 2 ❑ Complete the Web Quest *King Tutankhamun: Was it Murder?* Then students will write a persuasive essay that could be used as a portfolio piece. (WP-Transactive) 7.5.3.3 DOK 3 ❑ Complete a simulation called *MUMMY'S MESSAGE*. It is an archeological expedition into a pyramid. 7.5.3.3 DOK 3, 7.2.1.1 DOK 2 ❑ Write an Egyptian myth or story that could be used as a portfolio piece. (WP-Literary) 7.5.3.3 DOK 3 ❑ Play Ancient Egypt bingo. 7.5.3.3 DOK 3 ❑ Design, play, and explain how to play the game *Climb the Pyramid*. 7.5.3.3 DOK 3 ❑ <u>Respond to an open response question about Egyptian contributions.</u> 7.5.3.3 DOK 3 ❑ Students will use the four-column method as their prewriting technique. 7.5.3.3 DOK 3 ❑ <u>Test-Egypt</u> 7.5.3.3 DOK 3

Grade 7	Unit 3: Ancient Egypt		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2** ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2** ❑ **SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2** ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources)**		

Grade 7	Unit 3: Ancient Egypt		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3 ❑ **SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3** ❑ **SS-07-5.3.3 Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day. DOK 3**		

Grade 7	Unit 4: Eastern River Valleys-Ancient India and Ancient China		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. Why is it important to study the history of Ancient India and Ancient China? 2. What role did geography play in the development of Ancient India	**Program of Studies** ❑ *H-11 develop a chronological understanding of early world history.* ❑ *H-2 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.* ❑ *H-3 analyze the social, political, and economic changes in human societies in historical era prior to 1500 AD (Early Human Communities, Early Civilizations and*	❑ Major geographic features ❑ Timeline ❑ Maps ❑ Mohenjo-Daro ❑ Harappa ❑ Indus River ❑ Huang Ho valley ❑ Qualities that made the Indus River Valley good of civilization ❑ Trade ❑ Accomplishments	❑ Analyze and indicate geographic features and determine cause/effect relationships between geographic features and the Indus River Valley civilization. 7.4.1.1 DOK 3, 7.4.3.1 DOK 2, 7.4.3.1 DOK 2, 7.3.1.1 DOK 2, 7.4.4.1 DOK 2 ❑ Through map study and analysis identify and label geographic features on maps of ancient India and China. 7.4.1.1 DOK 3, 7.4.4.2 DOK 2 ❑ View the film *India: Early Civilizations* and hold a class discussion afterwards. 7.5.3.3 DOK 3, 7.2.1.1 DOK 2, 7.3.4.2 DOK 2, 7.3.4.1 DOK 2 ❑ Create a chart comparing the roles of a Shang ruler, a noble, a farmer, or a married woman. 7.5.3.3 DOK 3,

Grade 7	Unit 4: Eastern River Valleys-Ancient India and Ancient China		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
and Ancient China? 3. How are cultural elements and social institutions reflected in Ancient Indian and Ancient Chinese civilizations? 4. What is the influence of government and economics on the rise and fall of Ancient India and Ancient China	*Empires, Western Europe Exploration).* ❑ *H-4 examine the impact of significant individuals and groups on world history prior to 1500 A.D.* ❑ *H-5 recognize cause-and-effect relationships and multiple causes of events in early world history.* ❑ *G-1 recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.* ❑ *G-3 explore migration and settlement patterns in early world civilizations.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.* ❑ *E-3 recognize that all societies must address the questions of production, distribution, and consumption.* ❑ *E-5 examine relationships between personal and national economic activities.* ❑ *GC-1 examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).* ❑ *GC-2 compare and analyze various forms of government in early civilizations prior to 1500 A.D.* ❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-2 investigate the emergence of social institutions and how they responded to human needs.*	❑ Ancestors ❑ Oracle bones ❑ Religion (Hinduism and Buddhism) ❑ Silk Road ❑ Dynasties ❑ Art and architecture ❑ Daily life	7.2.1.1 DOK 2 ❑ Draw and label a web cluster to summarize the accomplishments of the Harappans. 7. 5.3.3 DOK 3, 7.2.1.1 DOK 2 ❑ Create a diagram to show the flow of power and authority in the Shang government. Groups that should appear on the chart include: artisans, farmers, king, spirits and ancestors, nobles. 7.5.3.3 DOK 3 ❑ Categorize elements indicating that Harappa and Mohenjo-Daro were city cultures. 7.5.3.3 DOK 3, 7.2.1.1 DOK 2 ❑ Create an illustrated time line tracing the development of India's history and highlight occurrences to indicate factors of economic activity. 7.5.1.1 DOK 3 ❑ Examine cultural aspects of India's civilization. 7.2.1.1 DOK 2, 7.5.3.3 DOK 3 ❑ Analyze events of Indian history utilizing primary sources and create a poster, collage, or other multimedia presentation evaluating its impact on early world history. 7.2.2.1 DOK 2 ❑ Write a magazine article about the Indus River Valley region that will motivate people to visit the area. They should tell about the animals, climate, cities, and best routes to take to reach an area. Include illustrations. (WP-Transactive) 7.4.2.1 DOK 2, 7.4.4.2 DOK 2, 7.4.1.1 DOK 3 ❑ Build a model or diorama of the ancient city of Harappa or Mohenjo-Dara. 7.2.1.1 DOK 2, 7.5.3.3 DOK 3 ❑ Make a comparison chart or Venn diagram showing how the ancient cities of Harappa and Mohenjo-Daro were the same and how they were different. 7.5.1.1 DOK 3, 7.2.1.1 DOK 2 ❑ Make a comparison chart or Venn diagram showing the differences and the similarities of Hinduism and Buddhism. 7.5.1.1 DOK 3, 7.2.1.1 DOK 2 ❑ Dramatically read scenes from an adaptation of the Ramayana and create an illustrated poem that summarizes the events and Hindu beliefs portrayed in the epic. 7.5.1.1 DOK 3, 7.2.1.1 DOK 2

Grade 7	Unit 4: Eastern River Valleys-Ancient India and Ancient China		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Core Content ❏ **SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2** ❏ SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❏ **SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2** ❏ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and service addressed in early civilizations prior to 1500 A.D. DOK 2** ❏ **SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2** ❏ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, and databases) to interpret patterns and locations on Earth's surface**		❏ Create a poster including Confucius' quotes in a decorative script or print style. 7.2.1.1 DOK 2, 7.5.3.3 DOK 3 ❏ Choose to be merchants, caravan leaders, or adventures and work in groups to produce television commercials that promote he Silk Road from their perspective points of view. Writings should include information about the geography of the Silk Road as they try to attract viewers to join them on their journeys. 7.4.2.2 DOK 2 ❏ Analyze ancestor worship and respect for the past comparing these values to present day attitudes in America toward elderly people and toward the past. 7.5.1.2 DOK 3, 7.5.1.1 DOK 3 ❏ Write an original fable using a monkey, an elephant, and a young prince as characters, and greed, friendship, or laziness as the point of the lesson. (WP-Literary) 7.2.1.1 DOK 2 ❏ Sequence major events for the Indus River Valley and the Huang Ho Valley civilizations on a time line chart. 7.5.1.1 DOK 3 ❏ <u>Respond to an open response question about showing respect to their ancestors today as the Shang did in Ancient China. Students will use the four-column method as their prewriting technique.</u> 7.5.3.3 DOK 3 ❏ <u>Test-Eastern River Valleys.</u> 7.5.3.3 DOK 3

Grade 7	Unit 4: Eastern River Valleys-Ancient India and Ancient China		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	in early civilizations prior to 1500 A.D. DOK 3 ❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2** ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2** ❑ **SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2** ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development		

Grade 7	Unit 4: Eastern River Valleys-Ancient India and Ancient China		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3** ❑ **SS-07-5.3.3 Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day. DOK 3**		

Grade 7	Unit 5: The Phoenicians and The Hebrews		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Students will:
	Program of Studies		
1. Why is it important to study the history of the Phoenicians and the Hebrews? 2. What role did geography play in the	❑ *H-1 develop a chronological understanding of early world history.* ❑ *H-2 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.* ❑ *H-3 analyze the social, political, and*	❑ Maps and timelines ❑ Trade/economy ❑ Geographic features ❑ Judaism ❑ Ten Commandants ❑ Polytheism ❑ Monotheism ❑ Psalms ❑ Prophets ❑ Sabbath	❑ Through map study and analysis identify and label geographic features on maps of the ancient Phoenicia and Hebrew kingdoms. 7.4.4.1 DOK 2, 7.5.1.2 DOK 3, 7.4.1.1 DOK 2, 7.4.3.1 DOK 2, 7.4.3.2 DOK 3 ❑ View the film *King David* and segments of the *Ten Commandants.* 7.5.1.2 DOK 3 ❑ Create an illustrated map poster with key for one civilization studied. Each poster should contain a map that shows the continent where the civilization existed, the cities that were the centers of the civilization, and

Grade 7	Unit 5: The Phoenicians and The Hebrews		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Students will:
development of the Phoenicians and the Hebrews? 3. How are cultural elements and social institutions reflected in Phoenician and Hebrew civilizations? 4. What is the influence of government and economics on the rise and fall of the Phoenicians and Hebrews?	*economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).* ❑ *H-4 examine the impact of significant individuals and groups on world history prior to 1500 A.D.* ❑ *H-5 recognize cause-and-effect relationships and multiple causes of events in early world history.* ❑ *G-3 explore migration and settlement patterns in early world civilizations.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) In civilizations prior to 1500 A.D.* ❑ *E-2 examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.* ❑ *E-4 explain how resources were used in early world civilizations to produce goods and services and explore ways productivity was increased.* ❑ *GC-1 examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).* ❑ *GC-2 compare and analyze various forms of government in early civilizations prior to 1500 A.D.* ❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-2 investigate the emergence of social institutions and how they responded to human needs.* ❑ *CS-3 give examples of cooperation, conflict, and competition that resulted from the*	❑ The Exodus ❑ Phoenicians ❑ Hebrews ❑ Trade ❑ Cities ❑ Alphabet ❑ Gods and goddesses ❑ Carthage ❑ Canaan ❑ Mount Sinai ❑ Israel ❑ Jerusalem ❑ Judah ❑ Abraham ❑ Moses ❑ Jacob ❑ Saul ❑ David ❑ Solomon ❑ Major contributions	major geographic features of the area. Develop and write five to ten questions that are to answer through by other students through the use of the map. Include answer key. 7.4.1.1 DOK 3 ❑ Work in groups to role-play a business interaction between a Phoenician merchant, and a new island-trading partner. The role-play should reveal differences in trading practices and the characters' reactions to these differences. Each group will contain the role of a Phoenician merchant, Phoenician ship captain, island merchant, and island merchant's scribe. Appropriate characters may be added. Student will research their roles and then work cooperatively with team member to plan the role-play. After each team performs, the class will comment on its historical accuracy. 7.5.1.2 DOK 3 ❑ Create a Venn diagram to compare the lives of David and Solomon. Note similarities and differences between the lives of the two leaders. Use the Venn diagram to write a biographical sketch entitled "People in History". Research any additional information needed and illustrate the feature with a photocopy of a painting or drawing. 7.5.1.2 DOK 3 ❑ Complete a cultural characteristics chart that compares the Phoenicians and the Hebrews. 7.2.1.1 DOK 2, 7.3.1.1 DOK 2, 7.3.4.2 DOK 3 ❑ Create an illustrated time line of major events in the founding of Judaism. Some events to include are Abraham's journey to Canaan, Egyptian captivity, Moses and the escape of the Hebrews from Egypt, and Solomon's rule. Write a paragraph explaining in detail one of the major events. 7.5.1.2 DOK 3, 7.4.1.1 DOK 3 ❑ Work in groups to research common proverbs from Ben Franklin's *Poor Richard's Almanac*. Each group will choose two proverbs to present in charade form. Each group gets one point for each charade that it conveys successfully to another team, and each group gets a point for each charade it guesses. The group with the most points wins. 7.2.1.1 DOK 2 ❑ Research the history of Carthage and create an

Grade 7	Unit 5: The Phoenicians and The Hebrews		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Students will:
	interaction of cultures. **Core Content** ❑ **SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2** ❑ SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ **SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2** ❑ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret**		illustrated time line that displays a chronological history of Carthage. Write a paragraph explaining in detail one of the major events from the chronological history of Carthage. (Students may choose to do this activity with the life of Moses rather than the history of Carthage.) 7.5.1.2 DOK 3 ❑ Research what a Phoenician trading ship would have looked like. Construct a model of a Phoenician ship and create a map showing important Phoenician trading routes. Explain in paragraph form the importance of trading to the Phoenicians, the goods that they traded, and with whom they traded. 7.4.2.1 DOK 2, 7.4.4.2 DOK 2 ❑ Create and label a map to show where major events of Moses' life occurred. Develop and write five to ten questions to be answered by other students through the use of the map. Include the answer key. 7.4.1.1 DOK 3, 7.2.1.1 DOK 2, 7.5.1.1 DOK 3 ❑ Research to find out what Jerusalem looked like when David was king. Use information and pictures found to create a mural of Jerusalem. Do preliminary sketches using pencil, and then complete the picture using poster paint. Also explain in a paragraph how David was able to conquer Jerusalem. 7.5.1.2 DOK 3, 7.4.1.1 DOK 3 ❑ <u>Respond to an open response question about individual Hebrews who have influenced the world's religion. Students will use the four-column method as their prewriting technique.</u> 7.2.1.1 DOK 2, 7.5.1.2 DOK 3 ❑ <u>Test-The Phoenicians and the Hebrews.</u> 7.2.1.1 DOK 2, 7.5.1.2 DOK 3

Grade 7	Unit 5: The Phoenicians and The Hebrews		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Students will:
	patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3 ❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2** ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2** ❑ **SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration,**		

Grade 7	Unit 5: The Phoenicians and The Hebrews		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Students will:
	migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2 ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3**		

Grade 7	Unit 6: Ancient Greece		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<u>**Program of Studies**</u> ❑ *H-1 develop a chronological understanding of early world history.* ❑ *H-2 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.* ❑ *H-3 analyze the social, political, and*	❑ Maps and timelines ❑ Geographic features ❑ Democracy/government ❑ Olympic games ❑ Architecture ❑ Mythology/literature ❑ Religious practices ❑ Poetry ❑ Theater	❑ Complete a map study and analysis to determine the importance of geography in the study of Ancient Greece. 7.5.3.2 DOK 3, 7.4.4.1 DOK 2, 7.4.3.2 DOK 3, 7.4.3.1 DOK 2, 7.4.1.1 DOK 3, 7.4.4.2 DOK 2 ❑ Label a map of Ancient Greece. 7.3.4.2 DOK 2 ❑ Watch video *ABCNEWS: Turning Points in World History-Democracy in Greece.* 7.2.2.1, 7.5.1.1 DOK 3, 7.5.1.2 DOK 3 ❑ View the films *Mystical Monuments of Ancient Greece* and *Powerful Gods of Mount Olympus.* 7.1.1.2 DOK 3
1. Why is it important to study the history of Ancient Greece? 2. What role did geography play in the			

Grade 7	Unit 6: Ancient Greece		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
development of Ancient Greece? 3. How are cultural elements and social institutions reflected in Ancient Greek civilization? 4. What is the influence of government and economics on the rise and fall of Ancient Greece?	*economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).* ❑ *H-4 examine the impact of significant individuals and groups on world history prior to 1500 A.D.* ❑ *H-5 recognize cause-and-effect relationships and multiple causes of events in early world history.* ❑ *G-1 recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.* ❑ *G-2 examine how technology influences modifications of the physical environment.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.* ❑ *GC-1 examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).* ❑ *GC-2 compare and analyze various forms of government in early civilizations prior to 1500 A.D.* ❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-2 investigate the emergence of social institutions and how they responded to human needs.* ❑ *CS-3 give examples of cooperation, conflict, and competition that resulted from the interaction of cultures.*	❑ Music ❑ Philosophy ❑ Mathematics ❑ Science ❑ Trade/economy ❑ Education ❑ City-states (Athens and Sparta) ❑ Gods and goddesses ❑ Mount Olympus ❑ Wars (Persian and Peloponnesian) ❑ Plato ❑ Aristotle ❑ Socrates ❑ Hippocrates ❑ Alexander the Great	❑ View a film of two Greek myths, *Perseus and the Gorgon and Daedalus and Icarus.* 7.1.1.2 DOK 3 ❑ Write and perform a play based on a Greek Tragedy or Comedy. Also create masks and props. (WP-Literary) 7.1.1.2 DOK 3 ❑ Write and illustrate an acrostic poem about a figure from Greek mythology or history. Present this on a poster. (WP-Literary) 7.1.1.2 DOK 3 ❑ Present a first person presentation of a famous person (real or mythological) based on independent research. Write a biographical sketch of that person (include a picture or drawing). Students may dress as their character. 7.5.1.2 DOK 3, 7.2.1.1 DOK 2, 7.1.1.2 DOK 3 ❑ Compare and contrast life in Athens and Sparta in term of government, education, military, and trade using charts, posters, or multimedia presentations. Also make a Venn diagram. 7.3.4.1 DOK 2, 7.4.2.1 DOK 2, 7.2.3.1 DOK 2, 7.1.1.1 DOK 2, 7.1.1.2 DOK 2 ❑ Make a poster creating their own god or goddess, noting the unique characteristics of that god or goddess. They will also write a myth about that god or goddess that they create. This could be used as a portfolio piece. (WP-Literary) 7.2.1.1 DOK 2, 7.5.3.2 DOK 3, 7.2.1.1 DOK 2, 7.5.3.2 DOK 3 ❑ Make a big book of Greek gods and goddesses. 7.2.1.1 DOK 2, 7.5.3.2 DOK 3, 7.2.1.1 DOK 2, 7.5.3.2 DOK 3 ❑ Collect examples of Doric, Ionic, or Corinthian columns using a website which shows pictures of various city, state, and federal building. 7.2.1.1 DOK 2, 7.5.3.2 DOK 3, 7.2.1.1 DOK 2, 7.5.3.2 DOK 3 ❑ Work in groups to create a model of a Greek city-state. Models should include: farming villages, fields, orchards, acropolis, and its temple, and an agora. 7.2.1.1 DOK 2, 7.5.3.2 DOK 3, 7.2.1.1 DOK 2, 7.5.3.2 DOK 3 ❑ Work in groups to prepare an oral and visual presentation of the Persian Wars or the Peloponnesian War. Subtopics should include: impact of geography on the battles and the leaders involved. Visuals might

Grade 7	Unit 6: Ancient Greece		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	Core Content ❑ **SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-1.1.2 Students will describe and give examples of how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). DOK 3** ❑ **SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2** ❑ SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ **SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to**		include drawings of soldiers, weapons, battle formations, and ships. Each group will prepare a large time line of the events. 7.2.1.1 DOK 2, 7.5.3.2 DOK 3, 7.2.1.1 DOK 2, 7.5.3.2 DOK 3, 7.2.3.2 DOK 2 ❑ Research and write about one of the following aspects of Greek culture: architecture, art, history, literature, science, mathematics, philosophy, and law. Create a visual presentation of their subject to post with their writing. (WP-Transactive) 7.5.3.2 DOK 3, 7.1.1.1 DOK 2, 7.1.1.2 DOK 2 ❑ Create a crossword puzzle on a large sheet of butcher paper to review vocabulary and concepts. 7.2.1.1 DOK 2 ❑ Draw a chart and use it to list four Greek inventions or ideas and to explain the effect each has had on their own life. 7.2.1.1 DOK 2, 7.5.1.1 DOK 3 ❑ Draw a base map showing the empire of Alexander the Great and the growth of the Greek influence. Research to find the route of Alexander's conquest and add the route to the base map of the empire. 7.4.1.1 DOK 3, 7.5.1.2 DOK 3 ❑ Bring in newspaper or magazine pictures of citizenship activities, such as, voting, jury trails, informing, or being informed about public problems, demonstrations, speeches, or meetings. Then organize pictures into a bulletin board display entitled "Democracy in Action". Label each picture with an explanation to the right and the duty of democracy that it illustrates. 7.1.1.1 DOK 2, 7.1.1.2 DOK 2 ❑ List and illustrate, either with drawing or with pictures three elements in our democracy that we adopted from the ancient Athenians. 7.1.1.1 DOK 2, 7.1.1.2 DOK 2 ❑ Create a Venn diagram to show similarities and differences of democracy in Ancient Athens and the United States today. 7.1.1.1 DOK 2, 7.1.1.2 DOK 2 ❑ Select one achievement that is part of the legacy of Ancient Greece, describe it, and describe one aspect of modern American civilization that grows out of it. Present findings in illustrated form. 7.1.1.1 DOK 2,

Grade 7	Unit 6: Ancient Greece		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	1500 A.D. DOK 2 ❑ **SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3** ❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2** ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to**		7.1.1.2 DOK 2 ❑ Work together to organize indoor Olympics. Students will choose events, set rules for the various competitions, and design their own Olympic awards. 7.2.1.1 DOK 2, 7.5.1.2 DOK 3 ❑ Create a Venn diagram to compare and contrast the facts unique to the ancient and modern Olympic games. 7.2.1.1 DOK 2, 7.5.1.2 DOK 3 ❑ Complete a time chart that shows the historical events in Sparta and Athens. 7.2.1.1 DOK 2, 7.5.1.2 DOK 3 ❑ Create an illustrated time line that displays the chronological history of Ancient Greece. 7.4.1.1 DOK 3, 7.5.3.2 DOK 3 ❑ Design, play, and explain how to play a game. Students will have two choices: "World History Jeopardy" or "It's All Greek To Me". 7.5.3.2 DOK 3, 7.5.1.2 DOK 3 ❑ <u>Respond to an open response question about the reasons for decline of Greek cit-states after the Peloponnesian War.</u> 7.5.3.2 DOK 3 ❑ <u>Students will use the four-column method as their prewriting technique.</u> 7.5.3.2 DOK 3 ❑ <u>Test-Ancient Greece.</u> 7.5.3.2 DOK 3

Grade 7	Unit 6: Ancient Greece		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2 ❑ **SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2** ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3** ❑ **SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature. DOK 3**		

Grade 7	Unit 7: Ancient Rome		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. Why is it important to study the history of Ancient Rome? 2. What role did geography play in the development of Ancient Rome? 3. How are cultural elements and social institutions reflected in Ancient Roman civilization? 4. What is the influence of government and economics on the rise and fall of Ancient Rome?	**Program of Studies** ❑ *H-1 develop a chronological understanding of early world history.* ❑ *H-2 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.* ❑ *H-3 analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).* ❑ *H-4 examine the impact of significant individuals and groups on world history prior to 1500 A.D.* ❑ *H-5 recognize cause-and-effect relationships and multiple causes of events in early world history.* ❑ *G-2 examine how technology influences modifications of the physical environment.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.* ❑ *E-2 examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.* ❑ *GC-1 examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).* ❑ *GC-2 compare and analyze various forms of government in early civilizations prior to 1500 A.D.*	❑ Maps and timelines ❑ Legend of Romulus and Remus ❑ Roman Republic/ government ❑ Roman Empire ❑ Punic Wars ❑ Weaponry/military ❑ Language (Latin) ❑ Roman leadership ❑ Pax Romana ❑ Daily life ❑ Entertainment ❑ Gifts of Rome ❑ Architecture ❑ Rome and Christianity ❑ Pompeii ❑ Roads	❑ Complete a map study and analysis to determine the importance of geography in the study of Ancient Rome. 7.4.1.1 DOK 3, 7.4.3.1 DOK 2, 7.5.3.2 DOK 3, 7.4.4.2 DOK 2 ❑ Make a physical feature map of Ancient Rome. 7.4.4.1 DOK 2, 7.5.3.2 DOK 3, 7.4.2.1 DOK 2, 7.4.1.1 DOK 3 ❑ View the videotapes *Ancient Rome* and *Julius Caesar: Master of the Romans.* 7.3.4.1 DOK 2, 7.3.4.2 DOK 2 ❑ Create a map and timeline of various stages of the development of the Roman Empire. 7.4.3.2 DOK 3, 7.4.1.1 DOK 3, 7.5.1.1 DOK 3, 7.4.2.1 DOK 2 ❑ Create a chart or poster that compares the Roman Republic to that of the United States. 7.1.1.1 DOK 2, 7.1.1.2 DOK 2 ❑ Create a chart that compares Greek and Roman gods. 7.4.1.1 DOK 3 ❑ Make a mobile of a Roman god or goddess. 7.2.1.1 DOK 2 ❑ Make a model of one significant Ancient Roman structure, such as, the Forum, Colosseum, Circus Maximus, Pantheon, or Aqueduct. 7.2.1.1 DOK 2, 7.5.3.2 DOK 3 ❑ Research Pompeii and Mount Vesuvius and make a diorama to show a section of the ruins after the eruption of Mount Vesuvius. 7.4.4.2 DOK 2 ❑ Respond to the following prompt, "How did the eruption of Mount Vesuvius 'Destroy yet preserve' Pompeii?" 7.4.4.2 DOK 2 ❑ Develop ten clues about famous Ancient Roman figures to use in a "Who Am I Game?" 7.5.3.2 DOK 3 ❑ Complete a chart about the economy and trade of Ancient Rome. 7.4.1.1 DOK 3 ❑ Discover the reasons for the fall of the Roman Empire through reading, research, writing, and class discussion. 7.5.3.2 DOK 3 ❑ Create a diagram that summarizes the causes for the fall of the Roman Empire. 7.4.1.1 DOK 3

Grade 7	Unit 7: Ancient Rome		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-2 investigate the emergence of social institutions and how they responded to human needs.* ❑ *CS-3 give examples of cooperation, conflict, and competition that resulted from the interaction of cultures.* **Core Content** ❑ **SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-1.1.2 Students will describe and give examples of how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). DOK 3** ❑ **SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2** ❑ SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ **SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early**		❑ Create a chart to show the steps in the decline of the Roman Republic. 7.4.1.1 DOK 3 ❑ Prepare a chart of Arabic numerals (1 through 15, then 20, 30, 40 50,60, 70, 80, 90, 100, 500, and 1,000), the corresponding Roman numerals, and the Latin names for each. Research how Romans performed mathematical calculations and write a few problems for other students to solve. 7.2.1.1 DOK 2, 7.4.1.1 DOK 3 ❑ Research specific areas of culture during the Pax Romana. Suggest the following topics: Roman daily life (food, housing, amusement, household duties, women's lives, (education); philosophy, (ideas of citizenship, justice, religion); language and literature (specific poets or historians); or architecture (Roman roads, the arch in architecture. 7.2.1.1 DOK 2, 7.2.3.2 DOK 2 ❑ Prepare a visual "tour" of modern Rome and the remnants of the Ancient Roman civilization. Present illustrations, diagrams, and pictures while providing information as "tour guides." 7.2.1.1. DOK 2, 7.3.1.1 DOK 2 ❑ View the video *ABCNEWS: Turning Points in World History-Jerusalem: City of Three Faiths.* 7.2.3.1 DOK 2 ❑ Choose something that they believe is the greatest legacy from Rome. Illustrate it and write an explanation of why they chose it. 7.2.1.1 DOK 2, 7.5.3.2 DOK 3 ❑ Create an illustrated time line of the important events in the life of Jesus, from his birth to his crucifixion. 7.5.1.1 DOK 3 ❑ <u>Respond to three different open response questions. One is about Julius Caesar (his reforms and murder). The second one is about the reasons for the fall of the Roman Empire. The third one is about Constantine I and the spread of Christianity. Students will use the four-column method as their prewriting technique on all three questions.</u> 7.5.3.2 DOK 3 ❑ <u>Test-Ancient Rome</u> 7.5.3.2 DOK 3

Grade 7	Unit 7: Ancient Rome		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	civilizations prior to 1500 A.D. DOK 2 ❑ **SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2** ❑ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3** ❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human**		

Grade 7	Unit 7: Ancient Rome		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2 ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2** ❑ **SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D. DOK 2** ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-5.1.2 Students will explain how**		

Grade 7	Unit 7: Ancient Rome		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3 ❑ **SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature. DOK 3**		

Grade 7	Unit 8: Middle Ages		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. Why is it important to study the history of the Middle Ages? 2. What role did geography play in the development of the Middle Ages? 3. How are cultural elements and social institutions reflected in the Middle Ages?	**<u>Program of Studies</u>** ❑ *H-1 develop a chronological understanding of early world history.* ❑ *H-2 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.* ❑ *H-3 analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).* ❑ *H-4 examine the impact of significant individuals and groups on world history prior to 1500 A.D.* ❑ *H-5 recognize cause-and-effect relationships and multiple causes of events in early world*	❑ Maps and timelines ❑ Feudalism: the roles of the lords, vassals, knights, and serfs. ❑ The Crusades ❑ The castle ❑ The manor ❑ Knighthood ❑ The church ❑ Catholic influence ❑ Reforms ❑ Education ❑ Medieval times and trade routes ❑ Merchants ❑ Fairs ❑ Guilds	❑ Complete a map study and analysis to determine the importance of the geography in the study of the Middle Ages. 7.3.1.1 DOK 2, 7.3.4.1 DOK 2, 7.4.1.1 DOK 2, 7.4.2.1 DOK 2, 7.4.3.1 DOK 2 ❑ View videos, such as, *Castle and Cathedral* by David MacCaulay. 7.4.3.2 DOK 2 ❑ Watch video *ABCNEWS: Turning Points in World History-The Crusades.* 7.2.3.1 DOK 2, 7.2.3.2 DOK 2, 7.4.3.2 DOK 2 ❑ Label and interpret a map about the routes of the Crusades. 7.4.3.2 DOK 2, 7.2.3.1 DOK 2, 7.3.2.3 DOK 2, 7.4.1.1 DOK 2 ❑ Analyze a chart that contains information about some of the major Crusade. 7.2.3.1 DOK 2, 7.3.2.3 DOK 2, 7.4.3.2 DOK 2, 7.4.1.1 DOK 2, 7.5.1.1 DOK 3 ❑ Play medieval bingo. 7.5.3.4 DOK 3 ❑ Make shields that are divided into quadrants displaying symbols that represent personal characteristics. 7.5.1.1 DOK 3 ❑ Create a pyramid diagram showing the organization of

Grade 7	Unit 8: Middle Ages		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
4. What is the influence of government and economics on the Middle Ages?	*history.* ❑ *E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.* ❑ *E-2 examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.* ❑ *GC-1 examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).* ❑ *GC-2 compare and analyze various forms of government in early civilizations prior to 1500 A.D.* ❑ *CS-1 examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.* ❑ *CS-2 investigate the emergence of social institutions and how they responded to human needs.* ❑ *CS-3 give examples of cooperation, conflict, and competition that resulted from the interaction of cultures.* **<u>Core Content</u>** ❑ **SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2** ❑ SS-07-2.2.1 Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and		government under feudalism. Include illustrations. Use poster board. Cut these apart into puzzle pieces that can be put together again. 7.5.1.1 DOK 3, 7.4.1.1 DOK 2, 7.5.3.4 DOK 3 ❑ Create murals modeled after tapestry made during the Middle Ages. Include portraits of people showing their dress and objects that symbolize their station in life. For instance, a knight in full armor with a shield displaying his coat of arms, Pope Urban II delivering his call for the First Crusade, the journey of crusaders to the Holy Land, or a portrait of King Richard I England. 7.2.1.1 DOK 2, 7.2.3.2 DOK 2 ❑ Research a medieval person and present a biographical sketch to the class. Dress as the medieval person and speak in first person as if the student is that person. 7.2.1.1 DOK 2 ❑ Make a castle keep, tower, and gatehouse. 7.5.1.2 DOK 3 ❑ Investigate the peasant, the farmer, the craftsman, the merchant, the entertainer, the knight, the common soldier, the lord, the lad, and the priest by using three websites. Draw or collect pictures to make a poster that compares one of the people read about from the Middle Ages with the same person today. For example, compare a farmer at work on a manor with a farmer at work today. 7.2.1.1 DOK 2, 7.5.3.4 DOK 3, 7.5.1.2 DOK 3 ❑ Research and prepare a PowerPoint on one of the following reformers: the monks of Cluny, Pope Gregory VII, or the friars. 7.5.1.1 DOK 3, 7.5.3.4 DOK 3 ❑ View the movie, *First Knight.* 7.2.1.1 DOK 2 ❑ <u>Respond to an open response question about the Crusades. Students will use the four-column method as their prewriting technique on all three questions.</u> 7.5.3.4 DOK 3, 7.3.2.3 DOK 2, 7.5.1.2 DOK 3 ❑ <u>Test-Middle Ages</u> 7.5.3.4 DOK 3, 7.5.1.2 DOK 3 ❑ Create a chart that contains information about the Age of Exploration. 7.5.3.5 DOK 3 ❑ Research and explain how the Age of Exploration

Grade 7	Unit 8: Middle Ages		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	influence behavior. ❑ **SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2** ❑ **SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services addressed in early civilizations prior to 1500 A.D. DOK 2** ❑ **SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, and databases) to interpret patterns and locations on Earth's surface in early civilizations prior to 1500 A.D. DOK 3** ❑ SS-07-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D. ❑ **SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation,**		produced extensive contact among isolated cultures and explain the impact of this contact. This can be presented in the form of paragraphs, a poster, or a chart. 7.5.3.5 DOK 3

Grade 7	Unit 8: Middle Ages		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2 ❑ **SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs. DOK 2** ❑ **SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. DOK 2** ❑ SS-07-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D. ❑ **SS-07-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3** ❑ **SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those**		

Grade 7	Unit 8: Middle Ages		Suggested Length: 6 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	relationships. DOK 3 ❑ **SS-07-5.3.4 Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies. DOK 3** ❑ SS-07-5.3.5 Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.		