KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grade 7 Social Studies Curriculum

Last Updated August 2021 by Beth Patten

Course Description: This course is designed to give the student an understanding of the struggles, culture, gifts, and triumphs of civilizations. Students will examine and recreate the defining features of various historical civilizations.

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Unit #	***Title***	***# of Weeks***	***Month(s)***
1	*Introduction to Historical Inquiry*	*2 weeks*	*Aug.- Sept.*
2	*Early Humans*	*5 weeks*	*Sept.-Oct.*
3	*Mesopotamia*	*4 weeks*	*Oct.-Nov.*
4	*Ancient Egypt*	*4 weeks*	*Nov.-Jan.*
5	*Ancient India*	*3 weeks*	*Feb.-Mar.*
6	*Ancient China*	*4 weeks*	*Mar.-Apr.l*
7	*Ancient Greece*	*3 weeks*	*Apr.-May*
8	*Ancient Rome*	*2 weeks*	*May-June*

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Unit #/Title	1/Introduction to Historical Inquiry	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

World History
8.1.B Analyze and interpret historical sources

Reading in History and Social Studies
CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Writing in History and Social Studies
CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas

- History is an argument of the past.
- A culture explains its existence through its government, religion, technology, art, social structure, and economic system.

Essential Questions

- What can artifacts tell us about our past?
- How can we make our thinking visible?

Content

Academic Vocabulary
- Inquiry
- Primary source
- Secondary sources
- Bias
- Corroboration

Concepts
- Analyzing primary and secondary sources
- Introduction to argument writing
- Examining multiple perspectives/viewpoints within primary and secondary sources

Skills

- Define primary and secondary sources
- Define bias
- Analyze primary and secondary sources as evidence
- Construct an argument
- Produce a writing piece for a specific audience
- Conduct a research project to answer a question
- Write routinely for reflection and revision

Unit #/Title	2/Early Humans	Time Frame	5 Weeks

Stage 1 - Identify Desired Results

Standards

Geography
7.4.A Explain the impacts of physical systems on people.

World History
8.4.C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.
8.4.B Analyze historical documents, material artifacts and historic sites important to world history before 1500.

Reading in History and Social Studies
CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.

Writing in History and Social Studies
CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

- A culture explains its existence through its government, religion, technology, art, social structure, and economic system.
- History is an argument of the past.

Essential Questions

- What can artifacts tell us about our past?
- How can we think and write like historians?

Content

Academic Vocabulary
- Archaeology
- Climate
- Culture
- Paleolithic Age
- Neolithic Age
- Ardipithecus ramidus, Australopithecus afarensis, Homo habilis, homo erectus, Homo neanderthalensis, homo sapien
- Specialization
- Domestication
- Cultivation
- Catal Huyuk
- Metallurgy

Skills

- Apply scarcity and choice to early humans by inventing a Paleolithic tool
- Evaluate how resources can be used in different ways by attempting to create a fire
- Write an argument
- Analyze chronological thinking by drawing a timeline based on Internet research
- Summarize and present Paleolithic art by creating a cave art drawing
- Research and analyze Paleolithic and Neolithic artifacts.
- Examine how research changes historical interpretation by research and writing a historical fiction account of Neolithic man
- Evaluate how specialization occurred through farming and domestication by summarizing

Concepts ● Scarcity and choice applies to innovation ● Climate, plants, and animals of the Paleolithic and Neolithic Ages ● Evidence of Early Man/Sites: Ardipithecus ramidus, Australopithecus afarensis, Homo habilis, homo erectus ● Evidence of specialization and death rituals in art ● Cultivation and domestication lead to village/communities ● Invention of Metallurgy ● Writing a historical fiction narrative using primary and secondary sources	

Unit #/Title	3/Mesopotamia	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

Economics:
6.4.A Explain why specialization may lead to increased production and consumption.
6.4.B Explain how trade may improve a society's standard of living.

Geography:
7.4.A Explain the impacts of physical systems on people.

History:
8.4.C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.

Reading in History and Social Studies
CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing in History and Social Studies
CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas

- A culture explains its existence through its government, religion, technology, art, social structure, and economic system.

Essential Questions

- Why does the definition of civilization matter?
- What defines a world religion?
- How are the tools we use every day connected to ancient innovation?
- How can we think and write like a historian?

Content

Academic Vocabulary
- Culture
- Civilization
- Mesopotamia
- Fertile Crescent
- Empire
- Astronomy
- Astrology
- Ziggurat
- Citystate
- Polytheism
- Monotheism
- Mythology
- Sumerians, Akkadians, Babylonians, Hebrews, Assyrians, Hittities, Phoenicians

Skills

- Cite text from primary and secondary sources as evidence to create argument writing piece
- Examine and analyze what a myth can teach historians about culture in Mesopotamia
- Create a ziggurat design and model based on world heritage archaeology sites
- Analyze how continuity and change throughout history has impacted belief systems, religions, settlement patterns and social organization (by comparing the Summerian myth of the Epic of Gilgamesh to the myth of Noah's Ark and by comparing Sumerian and Phoecian alphabets)
- Plan, invite, listen, and reflect on similarities and differences of Judaism, Christainity, and Islam from expert speakers during Cultural Day
- Analyze and interpret a primary source (Hammurabi's Code of law) and apply it to different situations

Concepts ● Civilizations began next to river valleys ● Trade improves a society's standard of living ● Innovation including irrigation, asstronomy, calendar, math, astronomy occurred due to farming ● A myth can teach historians about a culture's beliefs: (Epic of Gilgamesh) ● Invention of writing and recording for tax records ● Sumerian/Babylonian first monumental architecture: The Ziggurat ● Judaism led to the development of monotheism and in turn Christianity and Islam ● World religions have many commonalities ● Invention of Law: Hammurabi's Code ● The Assyrians: Military dominance and cultural diaspora ● The Hittites: The Lost Civilization ● The Phoenicians: Trade of the alphabet through the innovation of the trireme	● Identify the achievements of each Mesopotamian empire

Unit #/Title	4/Ancient Egypt	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

Geography: .
7.4.A Explain the impacts of physical systems on people.

History:
8.4.A Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500
8.4.B Analyze historical documents, material artifacts and historic sites important to world history before 1500.

Reading in History and Social Studies:
CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing in History and Social Studies:
CC.8.6.6-8.D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how the purpose and audience have been addressed.
CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

- A culture explains its existence through its government, religion, technology, art, social structure, and economic system.

Essential Questions

- What physical geographic features led to the rise of successful civilizations?
- How does religion shape a civilization?
- How can we think and write like historians?

Content

Academic Vocabulary:
- Pharaoh
- Peasant
- Vizier
- Mummification
- Embalming
- Mourner
- Absolute monarchy
- Giza
- Thebes
- Memphis
- Desert

Concepts:
- Geography protects a civilization from an invasion.
- Early civilizations developed near a river valley.
- Absolute monarchy

Skills

- Analyze how continuity and change throughout history has impacted commerce and industry, innovations, and settlement patterns
- Summarize a nonfiction text by using a graphic organizer
- Interpret a primary source
- Write a poem
- Research and examine historical artifacts important to world history to understand how geography impacted belief systems and religion
- Examine both viewpoints of a debate
- Justify viewpoint based on primary and secondary nonfiction texts
- Cite evidence and construct an argument and counter a claim.

• A myth shows what a culture values. • An argument is a dialogue with evidence. • Irrigation • Specialization	

Unit #/Title	5/Ancient India	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

Geography:
7.2.A Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.

History:
8.4.B Analyze historical documents, material artifacts and historic sites important to world history before 1500.
8.4.C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.

Reading in History and Social Studies:
CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing in History and Social Studies:
CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

- A culture explains its existence through its government, religion, technology, art, social structure, and economic system.

Essential Questions

- How did the earliest civilizations develop?
- How did physical geography influence the location and success or decline of early civilizations?
- How do religions shape civilizations?

Content

Academic Vocabulary:
- Mohenjo-Daro
- Hinduism
- Vedas
- Pujuta
- Buddhism
- Alms
- Aesthetic
- Siddhartha Guatama
- Gupta Empire
- Edicts
- Nontheism
- Plains
- Sediment
- Mandala
- Nonviolence
- Ashoka and the Mauryan Empire

Skills

- Locate physical features on a map and evaluate what factors are necessary for settlement.
- Present a persuasive advertisement to the class on a physical feature of ancient India.
- Cite evidence to determine what daily life may have been like by analyzing artifacts (primary sources).
- Analyze how continuity and change throughout history has impacted belief systems, religions, settlement patterns and social organization.
- Plan, invite, listen, and reflect on similarities and differences of Hinduism and Buddhism from expert speakers.
- Reflect on the different practices and experiences of meditation and yoga.
- Identify the achievements of the Gupta Empire.
- Work cooperatively within a group towards a common goal.

Concepts: ● Early civilizations developed near river-valleys. ● India's physical geography is diverse. ● Hinduism ● Buddhism ● Religion spread through trade.	

Unit #/Title	6/Ancient China	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

Economics:
6.2.E Explain the laws of supply and demand and how these affect the prices of goods and services.
6.2.F Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.

Geography:
7.1.B Explain and locate places and regions.
7.2.A Explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems.

History:
8.4.A Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.
8.4.B Analyze historical documents, material artifacts and historic sites important to world history before 1500.
8.4.C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.

Writing in History and Social Studies:
CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Big Ideas

- A culture explains its existence through its government, religion, technology, art, social structure, and economic system.

Essential Questions

- How did the earliest civilizations begin and develop?
- How did the people of early civilizations use innovation and technology to meet personal and community needs?
- How does physical geography affect where people settle?

Content

Academic Vocabulary:
- Dynasty (Shang, Zhou, Qin, Han)
- Warring Period
- Feudalism
- Warrior Clan
- Ancestor
- Terracotta
- Philosophy (Confucianism, Daoism, Legalism)
- Calligraphy
- Jade
- Porcelain
- Barter

Skills

- Read and analyze primary sources/artifacts to discover daily life
- Cite and defend evidence during a classroom discussion (socratic seminar).
- Explain and locate geographic regions in relation to trade
- Describe the diffusion of religion through trade
- Analyze a mixed market economy
- Identify and explain the laws of supply and demand and how the laws affect the prices of goods
- Analyze how consumers behave in terms of unlimited wants and limited resources
- Work cooperatively within a group towards a common goal

Concepts: ● Geography protects a civilization from an invasion. ● Early civilizations developed near a river valley. ● Feudalism ● Philosophy (Confucianism, Daoism, Legalism) ● Buddhism spread through trade. ● In an economy, consumers behave according to unlimited wants and limited resources. ● Supply and demand affects prices of services and goods. ● Competition drives an economy and trade.	

Unit #/Title	7/Ancient Greece	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

Civics and Government:
5.1.A. Explain the purpose of government.
5.3.E Explain how citizens participate in choosing their leaders through political parties, campaigns and elections.

Geography:
7.1.B Explain and locate places and regions.

History:
8.4.B Analyze historical documents, material artifacts and historic sites important to world history before 1500.
8.4.C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.
8.4.D Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.

Reading in History and Social Studies:
CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing in History and Social Studies:
CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
between information and ideas clearly and efficiently.
CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas	Essential Questions
• A culture explains its existence through its government, religion, technology, art, social structure, and economic system.	• How does a religion shape a civilization? • How can we think and write like historians? • Why do governments limit citizenship? • How can one person change the course of history?
Content	**Skills**
Academic Vocabulary: • Polis-city state • Democracy • Citizenship • Metic • Helot • Ecclesia • Ostracism • Parthenon • Oligarchy • Stadium • Mythology • Theater • Polytheism	• Compare and contrast daily life by analyzing secondary nonfiction texts • Cite and defend evidence during a classroom discussion (socratic seminar). • Explain and locate geographic regions in relation to trade • Apply democratic principles to real world situations (mock democracy) • Write, create, produce, and perform a play based on a fictional text • Organize and summarize main points from nonfiction texts • Analyze how continuity and change throughout history has impacted belief systems and religions, commerce

• Trireme • Philosophy • Empire **Concepts:** • Access to the sea and trade led Greeks to overcome lack of natural resources. • Democracy is a government that is created for the people, by the people. • Ancient Greek citizenship was limited to landowners and males. • Physical geography affects a city-state's culture. • A myth explains a culture's beliefs. • Perception affects an individual's idea of reality. • Empires rise and fall.	and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500 • Work cooperatively within a group towards a common goal

Unit #/Title	8/Ancient Rome	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

Civics and Government:
5.2.D Analyze political leadership and public service in a republican form of government.
5.2.I Explain how the government provides public goods.

History:
8.4.B Analyze historical documents, material artifacts and historic sites important to world history before 1500.
8.4.C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.

Reading in History and Social Studies .
CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing in History and Social Studies
CC.8.6.6-8.G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.8.6.6-8.H. Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas

- A culture explains its existence through its government, religion, technology, art, social structure, and economic system.

Essential Questions

- How did the people of early civilizations use innovation and technology to meet personal and community needs?
- How can primary sources teach us about events that occurred in history?

Content

Academic Vocabulary:
- Myth
- Polytheism
- Republic
- Dictator
- Totalitarian
- Empire
- Emperor
- Providences
- Pantheon
- Colosseum
- Christainity
- Barbarian

Skills

- Read and analyze a fiction text/primary source to identify a culture's values
- Write a narrative by citing specific textual evidence from a primary source.
- Draw architectural drawings (computer based or free hand)
- Create model buildings (city) based on primary and secondary sources
- Work cooperatively within a group towards a common goal

Concepts: ● A myth demonstrates a culture's beliefs. ● Sanitation and planning is necessary for a successful modern city. ● Tolitiariaism is the opposite of a republic. ● Primary sources can be used to tell a story. ● Empires rise and fall. ● A barbarian is a cultural other. ● Christianity spreads through literacy.	