

Roscommon Area Public Schools – Curriculum Framework

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Unit Title: Trade

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Stage 1: Identify Desired Results

Essential Question:

What thought-provoking questions will foster inquiry, meaning making and transfer?

- *An essential question is open ended; has no simple "right answer."*
- *Is meant to be investigated, argued, looked at from different points of view*
- *Encourages active "meaning making" by the learner about important ideas.*
- *Raises other important questions.*
- *Naturally arises*

Why did trade networks get bigger over time?

Scaffold Questions:

What questions can we ask students that break the essential question into smaller pieces of content?

What inventions made trade grow?

How did South American civilizations break the rules of civilizations?

How did the environment of Africa limit the spread of Islam into Africa?

Brief Summary of Unit:

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| Desired Understanding: <i>The long-term accomplishments that students should be able to do with knowledge and skill, on their own. Frames Standards as long-term performance accomplishments. Answers the questions Why? And What can you do with this?</i> | |
| Michigan Standards Social Studies <i>List all of the standards in this unit.</i> | <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of the Incan Empire.</p> <p>7 – W4.1.2 Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires. Examples may include but are not limited to: comparing characteristics of Ak- sum, Ghana, Mali, or Songhai civilizations; interpreting maps of the Trans-Saharan trade in gold and salt.</p> <p>7 – W4.1.3 North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500. Examples may include but are not limited to: Eastern Woodland (Iroquois, Anishinaabek), Southeast (Cherokee, Seminole), Middle America/Mexico (Aztec), Southwest (Navajo, Apache), Northwest (Salish, Muckleshoot), and Great Plains (La- kota, Blackfeet).</p> |
| Essential Standards* | |

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| <p><i>List the Essential Standards that will be taught and assessed in this unit.</i></p> | |
| <p>Crossover standards* <i>Connection to other content areas (Option)</i></p> | |
| <p>Alignment to the Vision of High Quality Instruction in Social Studies <i>(How do the instructional targets in this unit align to the district's vision of high quality instruction?)</i></p> | |
| | <p>Teacher Actions</p> |
| | <p>Teacher provides skillful, instructional scaffolding with the gradual release model of instruction (I do, we do, you do) to ensure students are able to become independent and self-regulated learners.</p> |
| | <p>Teacher ensures that students become aware of the values, complexities, and dilemmas involved in an issue.</p> |
| | <p>Teacher ensures that instruction focuses on sustained examination of a few important questions rather than superficial coverage of many topics.</p> |
| | <p>Teacher promotes subject specific "talk" that facilitates the construction of meaning and develop important social understanding.</p> |
| | <p>Teacher models and asks students to engage in reflective thinking, inquiry based questioning, and decision-making as events unfold during instruction.</p> |
| | <p>Teacher guides students to consider the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.</p> |
| | <p>Teacher encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.</p> |

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| | Teacher models seriousness of purpose and a thoughtful approach to inquiry, and uses instructional strategies designed to elicit and support similar qualities from students. |
| | Teacher ties subject matter to other disciplines. |
| | Teacher guides students to inquire about the content in a global and chronological aspect. |
| | Student Actions |
| | Students analyze, comment on, compare, and share their thinking about social studies through learning-focused "talk" that facilitates the construction of meaning and develop important social understanding. |
| | Students think critically and make value-based decisions about social issues. |
| | Students show awareness and respect for opposing points of view and respect others positions. |
| | Students provide well reasoned arguments orally and in writing. |
| | Students engage in reflective thinking, questioning, and decision-making. |
| | Students develop new understanding through a process of inquiry-based learning. |
| | Students engage in meaningful learning activities that focus on the most important ideas embedded in what they are learning. |
| | Students monitor their own learning through self-reflection and teacher feedback. |
| | Students are able to effectively use technology to find and evaluate credible sources when making inquiries. |
| | |
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Stage 2: Determine Acceptable Evidence

(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)

Measure of Understanding (Performance Task)

(How will students demonstrate their attainment of the long term understanding?)

Students will complete an inquiry presentation on the question - Can Disease Change the World? Students will use evidence from the [text sets](#)

Assessing the Performance Task

(How will we evaluate quality student work in the performance task? How will we determine that students can use their learning independently?)

[Diseases Presentation](#)

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Summative Assessments

(How will we know if students can demonstrate mastery of the unit's content, skills, and common core state standards?) Can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done by a group)

Interim Assessments

Reading Guides

Formative Assessments

Renaissance/Technology Podcast Activity: In small groups (2-3 students) students will produce a 3-5 minute podcast interview with a Renaissance painter, inventor, etc. talking about their creations and the lasting impact. Students should take time to both research their person of choice, and draft a script that includes the Podcast host(s) as well as their historical person. Possible questions a host might ask that the person might answer:

What is your work and why did you undertake it?

What inspired you to undertake this work?

What lasting effects do you think your work has/will have?

[List of Famous Inventors](#)

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| | Sample Student Produced Podcast (different topic, just an idea) |
| Student Self-Reflection and Self-Regulation (Student-Centered) <i>(How will we measure students' ability to think meta-cognitively?)</i> | Weekly journal writings |
| State Assessment Practice <i>(How will we measure students' ability to interact with content and skills in an MSTEP-like or SAT-like format?)</i> | |
| | |

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Stage 3: Learning Plan (Summary of Key Learning Events and Instruction)

What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments?

The learning events –

- should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.
- should match the level of rigor within the standard
- support student Acquisition, Meaning Making, and Transfer.

1/27/25 - [Unit 6, Lesson 1](#)

The Renaissance - In developing this unit, we recognize that there are hundreds of years of history that the Michigan 7th-grade standards don't really offer much guidance on. We're hopeful that the way we've streamlined some of the history of Europe that led to exploration, you'll work closely with your high school World History teacher to determine areas of overlap and places where you may need to add additional content. We'll be focusing heavily on the Renaissance with a nod to the Reformation, and moving into some of the technological achievements of this time period which allowed exploration to take place.

Renaissance Art Virtual Tour: This optional activity takes students a little deeper into several Renaissance artists. Designed for roughly one class period, students take the virtual tour and use the questioning guide to develop answers to questions about Renaissance art overall.

[The Renaissance Overview Presentation](#)

[Virtual Tour Link](#)

[Virtual Tour questioning guide](#)

Technology that Made Exploration Possible - There was a confluence of inventions, events, and circumstances that made European exploration possible. While several of these things are also

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introduced in 5th grade GIANTS and reinforced in 8th grade GIANTS, we also include a few activities here in this grade level so that the historical significance is also covered “in context”.

[Inventions in the Renaissance Reading](#)

[Discover the PASST Activity - Technology that Made Exploration Possible](#)

South America Overview - the 7th grade course is one of the few places that the history of the ancient civilizations of South America are chronicled. This is unfortunate, not least because a sizeable percentage of U.S. citizens have family roots that extend south of the Rio Grande! [MI Open Book Chapter 6](#)

[MI Open Book Chapter 6 Section 3 Reading Guide](#)

South America Clickable

As with the European part of Lesson 1, the chapter, presentation, and clickable map of South America have information that can support a wide range of discussions about the early history of this part of the world.

In particular, the Geographic Big Ideas chapter on elevation in South America has a great section on the Inca which offers both a good follow up from the South America presentation, as well as a spring board into the studies of the Inca, Maya, and Aztecs which follows in the next step of the lesson

[South America Presentation](#)

[South America Clickable](#)

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[GBI Chapter 3 \(Need Section 4\)](#)

Aztec, Inca, and Maya - “the early civilizations of the Americas” ???

As with the Mongols in Lesson 1, there is a LOT of information about the Aztecs, Incas, and Mayas, in textbooks, trade books, videos, and websites. The writers of the Michigan 7th grade GLCEs apparently had access to some of those resources. As a result, they crafted a standard that seems to imply that the named three are “the” early civilizations of the Americas.

We have no objection to spending the bulk of the time comparing and contrasting these important cultures. It just seems desirable, however, to avoid giving the impression that these three are all that happened in the western hemisphere. The presentation gives you a way to meet the standards about historic evidence and cultural institutions, by using evidence from art museums to shine a little light on earlier periods in western hemisphere history. This approach starts with the realization that we have to learn from art objects, tools, and the remains of buildings, because the people did not leave a written record of their lives.

Caution - this is just a small sample, chosen to illustrate a simple but important point about geographic diversity and historic depth. Students should be encouraged to observe and generalize, rather than trying to memorize any of the details on the individual frames of the presentation

[Pre Aztec Inca presentation](#)

[Americas GeoHistoGram](#)

Inca-Maya-Aztecs: This overview presentation is a sampler platter of some of the origins and growth of major meso-American and South American groups referenced throughout the 7th grade standards. While the GLCE for this lesson primarily focuses on North America to 1500, we utilize 4.1.1 as an opportunity to weave in the other civilizations in this hemisphere as part of the historical story. We

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recommend using the Presentation note taking guide in the student journal to help students focus the content of this presentation before moving into the follow up activities. We've included a few additional videos you may choose to incorporate as part of the narrative, either embedded within the Presentation by adding slides and embedding the video code, or in addition to the presentation itself.

The attached terrace farming activity utilizes students knowledge from the presentation as well as their studies of the Inca to predict where certain agricultural products may have been prolific in the Andes. It's a short enrichment/homework activity.

[Inca Maya Aztecs Presentation](#)

[TedEd: The Rise and Fall of the Inca](#)

[NatGeo: Ancient Maya 101](#)

[Terrace Farming Activity](#)

[Tierras Clickable Map](#)

North America Regions activity? (REVIEW) - This presentation appears in multiple grade levels of GIANTS, but it is included here as an optional activity for those of you who either want to review this with students quickly, OR are the only teacher in your district using these materials. The goal is to give students both a visual impression and a vocabulary for describing the major regional differences in North America.

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[North America Regions Review PowerPoint](#)

Native Regions - There's a big problem with trying to make a map of the regions occupied by Indigenous Peoples of America. Many of the groups were migrants, others were seasonally nomadic, and some were refugees from disease, famine, or conflict. Moreover, tribes didn't define land in terms of ownership.

Begin by showing students the Native American Linguistic Regions Map. Have students identify words and tribes that they may be familiar with from previous social studies classes. Next, have students read the NPR reading: The Map of Native Tribes You've Never Seen Before. Have students practice a literacy strategy like the ones previously delineated by the GIANTS units, such as Talk to the Text strategy, the Costas Levels of Questioning activity, etc. Have a discussion about the reading, and assign the Linguist Regions Map questions either as individual, small group, or whole group discussion

[Native American Linguistic Regions Map activity](#)

[NPR Reading: The Map of Native Tribes You've Never Seen Before](#)

The Americas in the Age of Exploration - the accompanying PowerPoint presentation is meant to skim the thousands of years of history that took place prior to European contact and conquest. Other GIANTS grade levels have students doing more inquiry about individual native groups and tribes. This presentation should seek to build on that knowledge (third grade, fifth grade) in the hopes that it reinforces a bridge into the eighth grade US History course, where the focus travels from the Revolutionary War through Reconstruction.

[Native American Tribal Groups Presentation](#)

Background: Africa Presentation Ancient empires, trade routes, why is gold so important at the time, the role of slavery, etc.

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One time-tested way to start a discussion of pre-Columbian African history is to show (or hand out) a simple map that shows the locations of the centers of African empires, and then pose a question about the geographic pattern. The simple map is one layer of the Africa clickable map, and students can turn other layers on and off in order to search for features with geographic patterns that are spatially similar to the pattern of capitals and therefore might be causally related. The Big Idea chapter and presentation that are linked to the clickable map can provide more background information if needed.

Note also the prominence of gold, salt, and slaves in the trading networks that connected the ancient empires of Africa with each other and other parts of the world. Here, it is important to note that human trafficking is a complex process with deep historic roots and wide geographic differences. For example, the journals of medieval travelers contain many reports of dark-skinned people being traded in slave markets as far away as northern Europe or Central Asia. Further inquiry reveals that this was a complicated multi-directional trade, with examples of people like the Norse (“Vikings”) or central Asian nomads also being captured and traded as slaves in the Middle East and North Africa. At this stage, it is probably most important to caution students about the dishonesty of making simple generalizations about slavery.

Africa to 1500 Reading

[MI Open Book Chapter 6](#)

[MI Open Book Chapter 6 Section 2 Reading Guide](#)

Spread and Growth of Islam

This introductory reading compliments the pieces on West African Civilizations in the next step. It's another great opportunity to practice a reading strategy such as Talk to the Text or Costas Levels of Questioning to have students read and discuss the spread of Islam.

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[The Spread and Growth of Islam in Africa](#)

More with Africa clickable, why did it stop at the edge of the rainforest? Camels. Etc.

Ghana, Mali, Songhai - Gold and Salt, and slaves in Africa

This is a slightly longer presentation (probably multi-day) that is broken up with some primary source readings and some interesting video to help reinforce and recap the information about West Africa to this point. These are three kingdoms that are also discussed in fifth grade United States History as part of the “Three Worlds Meet” content expectations, and therefore serve in one degree as a review and recap of material covered three academic years prior, as well as the bridge into the 8th grade US History content. As you go through this presentation with students, take some time to stop when prompted and have students have some rich discussions about the primary sources they have to study. Have them look for connections between the empires - beyond just “trade” and “geography” and connect their learning to what has come before on the growth and development of civilizations and empires. You may choose to close with (or move on) the Crash Course World History on Africa to summarize it all and provide a stepping stone into the development of the European Slave Trade.

Optional Extension Activity: You and your students may be ready to move on into the slave trade pieces, but - they may also want to spend a little more time exploring Timbuktu in particular as an important city referenced with all three of the empires above. There’s a great extension lesson plan you may or may not choose to tackle from the National Endowment for the Humanities linked here if you have the time and want to delve deeper

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[West African Civilizations](#)

[Ghana Primary Source Readings](#)

[Mali Primary Source Readings](#)

[Songhai Primary Source Readings](#)

[Crash Course: Mansa Musa and Islam in Africa](#)

[NEH Lesson Plan - Trekking Timbuktu](#)

Development of European Slave Trade - Now that we have some foundation both with European Exploration and West African empires, you can take some time to talk about the growth and development of the slave trade, again as a foundational piece for 8th Grade, and as the final part of the “meeting of the three worlds” review. A great existing activity from SHEG is adapted here for a shorter time frame. Begin by talking a little bit about the reason why the European Slave Trade was perceived as necessary by Europeans and settlers at the time. If you do not have a lot of background information on this, feel free to use the Teacher Lesson Plan linked to the right. Once completed, handout Documents A and B and have students complete the portions in the graphic organizer, discussing their thoughts as a class after suitable time has been given to read and respond to the questions.

Next hand out Documents C and D and again have students read and discuss. Conclude with Document E and an overall discussion about the reliability of sources of information about what the Middle Passage developed into.

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If students need a little more background on the development of the slave trade, we have included a link to the Crash Course World History on the Atlantic Slave Trade.

[SHEG PowerPoint](#)

[SHEG Teacher Materials](#)

[Document Pack](#)

[Document Pack with Graphic Organizers and Question Guides](#)

[Crash Course Slave Trade](#)

Learning Targets, Purpose, and Success Criteria

What will students be taught? What should they know? What should they be able to do?

I can analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Success Criteria: I can prove through text evidence that disease can or cannot change the world.

Success Criteria: I can demonstrate how the Renaissance shaped our world.

use a case study to describe how trade integrated cultures and influenced the economy within early African empires.

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use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500.

How will the unit be sequenced and differentiated to optimize achievement for all learners?

Teaching -

- *should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).*
- *should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).*
- *be responsive to differences in learners' readiness, interests, and preferred ways of learning.*

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Key Vocabulary

Resources

Description or link to resources

[Seventh Grade GIANTS](#)