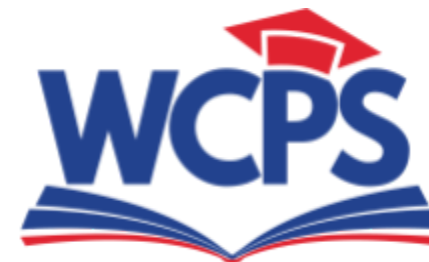


Unit 6 Unit Plan

7th Grade Social Studies

2025 - 2026



7th Grade Social Studies	Unit 6:Imperial China and East Asia Compelling Question:Is interaction between different cultures beneficial? List Unit Dates Here: January22-March 2 (# of Instructional Days 27) Unit 6 DCA: February 25- March 2
Unit Standards:	7.G.HE.1 Examine how physical geography influenced the societies and empires of AfroEurasia and the Americas between 600-1600. 7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600- 1600 impacted the environment in a variety of ways 7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600. 7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment. 7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600. 7.C.CP.1 Compare political institutions and their impacts on people in empires between 600- 1600. 7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600 7.E.MA.1 Compare the economic development of traditional and market economies. 7.E.ST.2 Explain the impact of supply and demand on the emergence of global markets. Analyze the impact of specialization upon trade and the cost of goods and services. 7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living. 7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600. 7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600. 7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.

	7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
Compelling Question:	Is interaction between different cultures beneficial?
Unit Summative Assessment:	G7 Social Studies Unit 6 District Common Assessment in Pear Assessment Date Range: February 25- March 2

Supporting Question #1	Supporting Question #2	Supporting Question #3	Supporting Question #4	Supporting Question #5
How did China's geography impact how people lived in different regions of China? Vocabulary: Inner China, Outer China, Tibetan-Qinghai Plateau, Gobi Desert, Taklamakan Desert, Huang He River, Chang Jiang Basin, natural barriers, climate, vegetation	How did dynasties (Tang, Song, Yuan and Ming) gain and maintain power over people and territories? Vocabulary: aristocracy, bureaucracy, imperial, Mandate of Heaven, merit/meritocracy, Confucianism, Daoism, Buddhism, civil service	How did the Chinese improve their economy during the Imperial dynasties? Vocabulary: Luxury goods, currency, urbanization, supply and demand, Silk Road	How did the Eastern philosophies impact the society and governance of China? Vocabulary: enlightenment, nirvana, Confucianism, Buddhism, meditation, meritocracy, civil service	What were the impacts of technological advancements and innovations that took place in the Tang and Song Dynasties? Vocabulary: innovation, adaptation
Formative Assessment Ideas:	Formative Assessment Ideas:	Formative Assessment Ideas:	Formative Assessment Ideas:	Formative Assessment Ideas:
<i>(Teachers can supplement with their own assessments/ideas.)</i>	<i>(Teachers can supplement with their own assessments/ideas.)</i>	<i>(Teachers can supplement with their own assessments/ideas.)</i>	<i>(Teachers can supplement with their own assessments/ideas.)</i>	<i>(Teachers can supplement with their own assessments/ideas.)</i>

Making product or resort ads based on the different regions in China.	Compare dynasties' choice to rule using thin slide images to describe each.	Students list the greatest to the least impactful economic change.	Three teachings (philosophies) retell and rhyme.	Students create a poster for an inventions fair for one of the inventions.
Sources:	Sources:	Sources:	Sources:	Sources:
Primary: Secondary: History Alive Geography Challenge	Primary:Active Classroom: C3 Voyages of Zheng He Ming China and Voyages of Zheng He (DBQ) Zheng He Mini-Q Zheng He Mini Q in Pear Assessment Secondary:Active Classroom -- (Decision making in Medieval History) Medieval China Decisions (invading Japan) Active Classroom -- (Atlas of World History) Yuan, Song, Ming, Mongols	Primary:Song Dynasty Text Based Question Pear Assessment Secondary: History Alive Textbook Lesson 16	Primary: Secondary: Active Classroom: Why Did Ancient China Build the Great Wall?	Primary: Secondary: Active Classroom Backwards Planning (Project #3 Technological Triumphs of the Medieval Dynasties)

Optional Supporting Question #6	Optional Supporting Question #7
How did cultural diffusion affect the development of Japan?	How did the rise of the Mongol Empire increase connections between Europe, Asia, and Africa?
Formative Assessment Ideas:	Formative Assessment Ideas:
<i>(Teachers can supplement with their own assessments/ideas.)</i>	<i>(Teachers can supplement with their own assessments/ideas.)</i>
Sources:	Sources:
Primary: Secondary: Samurai or Knight Mini DBQ Active Classrooms: 1. Feudal State of Japan 2. Imperial to Feudal Japan (Atlas of World History)	Primary: DBQ (NOT FULL) Secondary: History alive