

**Grade 7 Social Studies Map March 2022**

<b>Curriculum Map</b>	<b>Middle East &amp; Northern Africa: Aiming for Political and Cultural Unity</b>	<b>Sub-Saharan Africa: (Re)Shaping Human Identity</b>	<b>Western Europe: Emerging Individuals and Modern States</b>	<b>Europe: The Return to World Interconnectedness</b>
<b>Number of Days (160)</b>	40 days	40 days	40 days	30 days
<a href="#"><u>2022-2023 District Calendar</u></a>	September - Mid-November	Mid-November - January	February - Mid-April	Mid-April - June
<b>Topics</b>	<ul style="list-style-type: none"> <li>→ Pre-Civilization               <ul style="list-style-type: none"> <li>◆ Catalhoyuk</li> </ul> </li> <li>→ Lifestyles               <ul style="list-style-type: none"> <li>◆ Nomadic</li> <li>◆ Agrarian</li> <li>◆ Urban</li> </ul> </li> <li>→ Aspects of Civilization</li> <li>→ Dependency of early civilizations on rivers               <ul style="list-style-type: none"> <li>◆ Mesopotamia</li> <li>◆ Egypt</li> </ul> </li> <li>→ Cultural diffusion through trade and conquest.</li> </ul>	<ul style="list-style-type: none"> <li>→ Bantu Migration</li> <li>→ African Kingdoms/Empires (Mali, Songhai, Ghana, Axum, Ethiopia, Great Zimbabwe)</li> <li>→ Trade Routes</li> <li>→ Salt vs Gold</li> <li>→ Mansa Musa</li> <li>→ Oral History and Griots</li> <li>→ Timbuktu</li> <li>→ Tribal masks</li> <li>→ Geography/Climate</li> <li>→ Abrahamic Religions               <ul style="list-style-type: none"> <li>◆ Judaism</li> <li>◆ Christianity</li> <li>◆ Islam</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>→ Greece and Rome - democracy and republics</li> <li>→ Philosophy, Philosophers and the beginning of science</li> <li>→ Art and Architecture</li> <li>→ Rise and Fall of each Empire</li> <li>→ Myths/Mythology</li> <li>→ Olympics</li> </ul>	<ul style="list-style-type: none"> <li>→ Geography of Europe and the Middle East</li> <li>→ Early Middle Ages</li> <li>→ High Middle Ages</li> <li>→ Feudal Society</li> <li>→ Crusades</li> <li>→ Trade Routes</li> <li>→ Black Death</li> <li>→ Beginning of Renaissance-Modern Thought</li> </ul>
<b>DE Techbook</b>	World History (PH-Present): Ch. 2-Ch. 5, Ch. 8, Ch. 11-Ch. 12  World Geography and Culture: Ch. 6	World History (PH-Present): Ch. 16.1, CH 16.2, CH 16.3  World Geography and Culture: Ch. 7 & Ch 12	World History (PH-Present): Ch. 9-Ch.10  World Geography and Culture: Ch. 4	World History (PH-Present): Ch. Ch 10.5, Ch 17.1, Ch 17.2, CH 18  World Geography and Culture: Ch. 5 & Ch 12

<p><b>Conceptual Questions</b></p>	<p>How do maps of the Middle East reflect its history, politics, religions, and economics?</p> <p>How does the distribution of resources in the Middle East affect the relationships among the various nations and its citizens?</p> <p>How do population shifts threaten the identity of various nations (and cities) in the region?</p> <p>How did religion, government, and economic systems influence civilizations?</p>	<p>How does the physical geography of sub-Saharan Africa reflect its history, politics, and economics?</p> <p>How do cultural aspects of a region spread beyond its borders and impact culture over time?</p> <p>How did religion, government, and economic systems influence civilizations?</p>	<p>What role(s) do the people play in different styles of government?</p> <p>How do regions with participatory governments differ from those without? What are the roles of rules and laws in protecting the interests of the members of a nation?</p> <p>How did religion, government, and economic systems influence civilizations?</p>	<p>How does the distribution of resources in the region affect the relationships among the various nations and citizens within it?</p> <p>How does the population distribution in the region affect land-use and decision-making?</p> <p>How is Western European societal, political, and economic structures today a product of Western Europe's past ?</p> <p>How do cultural aspects of a region spread beyond its borders and impact culture over time?</p>
<p><b>Inquiry Questions</b></p>	<p>How do I choose the most appropriate kinds of sources to help me answer "big questions" in social studies?</p> <p>How do I determine if a source is credible and relevant for my intended purpose(s)?</p>	<p>How do I construct a compelling claim in an argument?</p> <p>What strategies can I use to ensure I am supporting my claims with strong evidence?</p>	<p>How do I guarantee the use of logical reasoning in the explanations of my arguments?</p>	<p>How do I use logical reasoning in the explanations of my arguments?</p> <p>What are the structural characteristics of an effective argument?</p>
<p><b>Priority C3 Framework Standards- Inquiry</b></p>	<p><b>INQ 6-8.5</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.</p> <p><b>INQ 6-8.7</b> Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p><b>INQ 6-8.10</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p><b>INQ 6-8.7</b> Evaluate the credibility of a source by determining its relevance and intended use.</p> <p><b>INQ 6-8.14</b> Critique the structure of explanations.</p>	<p><b>INQ 6-8.11</b> Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p><b>INQ 6-8.11</b> Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p><b>INQ 6-8.14</b> Critique the structure of explanations.</p> <p><b>INQ 6-8.12</b> Present adaptations of arguments and explanations</p>

				<p>on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies and digital technologies.</p>
<p><b>Priority C3 Framework Standards- Content</b></p>	<p><b>HIST 6-8.1:</b> Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>GEO 6-7.2:</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p><b>GEO 6-7.5:</b> Explain the connections between the physical and human characteristics of a region and the identity of individuals and the cultures living there.</p> <p><b>GEO 6-7.7:</b> Analyze how relationships between humans and environments extend or contract settlement and movement.</p>	<p><b>HIST 6-8.1</b> Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>GEO 6-7.5:</b> Explain the connections between the physical and human characteristics of a region and the identity of individuals and the cultures living there.</p> <p><b>GEOG 6-7.2:</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p><b>ECO 6-7.1</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p><b>HIST 6-8.1:</b> Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>CIV 6-7.1:</b> Explain specific roles played by citizens.</p> <p><b>CIV 6-7.2:</b> Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</p>	<p><b>HIST 6-8.1</b> Use questions about historically significant people or events to explain the impact on a region.</p> <p><b>GEO 6-7.3</b> Explore how cultural patterns and economic decisions influence environments and the daily lives of people.</p> <p><b>GEO 7.9:</b> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p>

<p><b>Significant Task 1:</b></p>	<p><b>Cave Paintings</b></p> <p><u>Part 1</u>  “Travel” to the past to explore how people in earlier times used art as a way to record stories and communicate ideas. Conduct research, through a webquest-type activity, studying the paintings from the Cave of Lascaux (France). During the webquest, select the sources that you feel will be most relevant in completing Part 2 of this Task.</p> <p><u>Part 2</u>  Create your own cave painting according to the way that the clan would have drawn and painted it, using earth colors (black and shades of red, brown, and yellow). This image is a way to share a story or communicate specific ideas of the clan. Include a well-written (mechanically sound) composition that describes what your scene is all about and addresses this question: <i>How has cave art been used throughout history to show us what people in other times and places experienced in their histories, politics, religions, and economics?</i>  <b>HIST 6-8.1, GEO 6-7.5, INQ 6-8.5, INQ 6-8.7</b></p>	<p><b>African Climate Zones Feature Article DBQ</b></p> <p><i>What are the advantages and disadvantages of forming civilizations in Africa’s different climate zones?</i></p> <p>Prepare by analyzing and synthesizing information from multiple secondary sources to develop and defend an argument on the advantages and disadvantages of establishing civilizations in Sub-Saharan Africa’s four climate zones.</p> <p>Then, pretend you are a travel writer and your editor has asked you to write a feature article describing the advantages and disadvantages of settling in Africa’s different climate zones. Travel across the continent, recording your “observations” and conclusions in your travel log. You formulate a written response in the form of a featured article.  <b>HIST 6-8.1, GEO 6-7.5, GEOG 6-7.2</b></p>	<p><b>Greek Mythology Board Game</b></p> <p><u>Part 1</u>  Analyze 15 Greek myths in order to draw conclusions as to how the the ancient Greeks used myths to explain why the world behaved as it did, how things came to be the way they are, and what values they believed were important such as: intelligence, bravery, cleverness, and listening to your elders.  <i>Note:</i> Ancient peoples had a direct relationship with their gods. This was sometimes good when they were in favor and sometimes bad when they angered these gods.</p> <p><u>Part 2</u>  Create a Greek hero and board game. The purpose of this activity is to evaluate what you have learned about the ancient Greek myths. The tasks that you will undertake, although not as dangerous as the labors that Hercules had to endure, are designed to allow you to demonstrate your knowledge of mythology. Your hero must have a name worthy of the gods. Include a cool hero costume, complete with what s/he will need to complete a heroic task, i.e. slay a fire breathing Cyclops. You will create a board game that uses at least one place or event from each of the stories we have read. Plan your</p>	<p><b>Royalty Persuasive Argument</b></p> <p>Assume the role of a great Medieval king and argue to the judge that they are the greatest among their peers. Research and gather information about each of these 6 nobles in order to formulate a well-structured argument and counter argument to persuade the judge that they are the best.  <b>HIST 6-8.1, INQ 6-8.11, INQ 6-8.12, INQ 6-8.14</b></p>
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			game-board and then create a board that is 8.5"x11" and is colorful. See additional requirements. <b>HIST 6-8.1 , INQ 6-8.11, CIV 6-7.1</b>	
<b>Significant Task 2:</b>	<p><b>The Pharaohs of Egypt Interactive Timeline</b></p> <p>Research the life and reign of a chosen king or queen. Then, using the information from your graphic organizer, design an interactive timeline about the important events of their life.</p> <p><u>Part 1:</u> Research a Pharaoh</p> <p>Complete the graphic organizer while researching your chosen king or queen. This information will be used to complete Part 2 of the Significant Task. When looking for information, be sure to only choose an educational site (.org/.edu).</p> <p><u>Part 2</u></p> <p>Using the researched information from your graphic organizer, design an interactive timeline of their life. <b>HIST 6-8.1, GEO 6-7.5, ECO 6-7.1, INQ 6-8.11</b></p>	<p><b>African Masks</b></p> <p>Imagine you are an anthropologist sent to the deepest locations of Africa. You have been sent to visit a native tribe to meet with their Medicine Man to analyze various masks. He will teach you the art of mask making and the spiritual purpose behind them.</p> <p>After researching different types of masks, create your own African mask out of materials of your choosing. You will write a detailed report explaining the purpose of your mask, how you made your mask and the materials used to create it. You will present your findings to a panel of anthropologists at Sage Park University.</p> <p><u>Part 1</u></p> <p>Conduct research, through a webquest-type activity, studying African masks and the tribes from which they originated. During the webquest, select the sources that you feel will be most relevant in completing Part 2 of this Task.</p> <p><u>Part 2</u></p>	<p><b>Socrates on Trial</b></p> <p>Socrates was a prominent figure in Athens and taught to seek the truth by asking questions. This would help a person validate their argument through a series of questions. The leaders of Athens did not like the questioning of authority of their gods and social structure. He was put on trial for defying the gods and corrupting the youth of Athens.</p> <p>Examine the accomplishments and impact of the Greek philosopher Socrates and his trial, which ended in a death sentence. Consider the impact of Socrates- not only for the impact on Greek history- but also for our lives today. (He taught philosophy and other disciplines to his students, including Plato and Aristotle. Even today, many educators use the socratic method to develop students' critical thinking skills.</p> <p>Engage in a mock trial to analyze the facts in the case. Research the history and construct prosecuting and defense arguments. Use the mock trial to debate the</p>	<p><b>Whose Perspective Is This- Christian or Muslim?</b></p> <p>Analyze a number of primary source texts that discuss the siege of Jerusalem in order to identify key historical perspectives of the two main groups of the first Crusade (Christian and Islamic).</p> <p>Then, identify an unknown author's background through his various writing techniques (word choice, personal bias, and constructed narrative). <b>HIST 6-8.1, INQ 6-8.11, GEO 6-7.3, INQ 6-8.14</b></p>

		<p>Create your own African mask out of materials of your choosing. Write a detailed report explaining the purpose of your mask (who, when, why), and how you made your mask and the materials used to create it. Provide comprehensive explanation.</p> <p>Present your mask to your peers.  <b>HIST 6-8.1, INQ 6-8.7, INQ 6-8.14, GEO 6-7.5</b></p>	<p>evidence and use deductive reasoning to evaluate the issues and arguments.  <b>HIST 6-8.1, INQ 6-8.11, CIV 6-7.1, CIV 6-7.2</b></p>	
<b>Significant Task 3:</b>	N/A	<p><b>Annotated Interactive Map-Abrahamic Religions</b></p> <p>Imagine you are a cartographer hired to trace the origins of a chosen Abrahamic religion (Christianity, Judaism, Islam). Create an annotated interactive map of this religion in which you highlight 4 or 5 major events that contributed to the spread of this selected faith. Add captions, visuals, and physical features to the map based on texts provided by the teacher. Demonstrate an understanding of how relationships between humans (including those related to religion impact settlements and movement over time).  <b>HIST 6-8.1, GEO 6-7.2, GEO 6-7.5, GEO 6-7.7, INQ 6-8.5</b></p>	<p><b>Eyewitness Poster- Best Form of Government</b></p> <p>Governments come in all shapes, sizes, and forms that affect the daily lives of people all over the world. Evaluate the defining characteristics of various forms of government in order to select and defend your system against opponents.</p> <p><u>Types of Government</u>  Democracy  Oligarchy  Monarchy  Dictatorship</p> <p>Imagine you are a political scientist hired to design a new Eyewitness History poster. Working in pairs, use your knowledge of the types of government to create an infographic “Eyewitness-Style Poster” outlining the function, rights, restrictions, and modern day example of each form of</p>	N/A

			<p>government. The poster should include a wrap up paragraph answering the questions:</p> <ul style="list-style-type: none"> <li>• What type of government would you most like to live under? Why?</li> <li>• What type of government would you least like to live under? Why?</li> <li>• What could improve our current system?</li> </ul> <p><b>INQ 6-8.11, CIV 6-7.1, CIV 6-7.2</b></p>	
<b>Key Vocabulary</b>	<p>PreHistory Culture Archaeology History Primary vs Secondary resources Migrate Agriculture Irrigation Surplus Empire Polytheism vs Monotheism Writing-cuneiform, pictograph, hieroglyph Ziggurat &amp; Pyramids Pharaoh Dynasty Afterlife-mummification</p>	<p>Askum Bantu Migration Desertification Ethiopia Ghana Empire Great Zimbabwe Mali Empire Mansa Musa Oral History Sahara Desert Salt and Gold Trade Songhai empire Sub-Saharan Subsistence Farming Great Rift Valley Niger River Sahel Savanna Sub-Saharan Africa Griot Ritual Realism Spiritual presence Abraham Hebrews Israel Jerusalem Judaism</p>	<p>Greece Athens Sparta Democracy Aristocrats Oligarchy Monarchy Philosophy Socrates Plato Aristotle Rome Acropolis Citizenship Tyrant Mythology</p>	<p>Manorialism Feudalism Serfs Crusades Lord and Vassal Plague King John Charlemagne Magna Carta Byzantine Empire Vikings Reconquista Charles Martel Schism Fief Chivalry Pope Urban II</p>

		Diaspora Jesus Christ Christianity Mohammed Islam Moslem Reign		
<b>Key Geographic Areas</b>	Middle East & Egypt	Africa	Greece & Rome	Europe
<b>Smarter Balanced Links</b>	<ul style="list-style-type: none"> <li>● Read Informational Text</li> <li>● Write Informational/Explanatory Texts</li> <li>● Write arguments</li> <li>● Research</li> <li>● Edit/ revise</li> </ul>			



<p><b>Unit Post-Assessment</b></p>	<p>Imagine you are a historian hired to design a new Eyewitness History poster to be displayed at the Smithsonian Museum on the beginnings of early civilizations. Working in pairs, use your knowledge of ancient Mesopotamia and ancient Egypt to create an infographic “Eyewitness-Style Poster” outlining the similarities and differences between the two civilizations. The poster should include a summarizing paragraph and six supporting paragraphs with visuals. Focus on religious, social, and political structures in Mesopotamia and Egypt using the acronym GRAPES.</p>	<p>In 1324 CE, a caravan of as many as 60,000 people left Niani, the old capital of Mali in West Africa. They were heading to the Muslim holy city of Mecca, nearly 4,000 miles away. The leader of this journey was the ruler of Mali, Mansa Musa. The epic hajj, or pilgrimage, would spread the African king’s name far and wide.</p> <p>Envision yourself as part of Mansa Musa’s magnificent caravan and record your experiences, as a journal entry, throughout different points on the journey. Read the background essay titled “<i>Mansa Musa’s Hajj: Remembering the Journey</i>” before beginning your entries.</p>	<p>Address a DBQ (Document Based Question) centered on the topic of democratic societies. Read a collection of legal and other documents related to Greece, Rome, and modern society. Answer the question: <i>What does it mean to be an effective citizen in a democratic society in the 21st century?</i></p> <p>Ask students to share their responses to the following questions:</p> <ul style="list-style-type: none"> <li>● What type of government would you most like to live under? Why?</li> <li>● What type of government would you least like to live under? Why?</li> <li>● What could improve our current system of government?</li> </ul>	<p>Assume the role of a leader of Florence, Italy. Consider how best to mitigate the spread of the bubonic plague through their town. How can they save Florence?</p> <p>Gather information about your town and the Black Death from a variety of primary and secondary sources in order to develop 5 recommendations that Florence can undertake to prevent the plague’s spread.</p>
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<b>Grade Level Assessment Overview</b>	<b>Middle East &amp; Northern Africa: Aiming for Political and Cultural Unity</b>	<b>Sub-Saharan Africa: (Re)Shaping Human Identity</b>	<b>Western Europe: Emerging Individuals and Modern States</b>	<b>Eastern Europe: Thriving in Isolation and Vastness</b>
<b>Summary of Tasks</b>	Cave Paintings The Pharaohs of Egypt Interactive Timeline	African Climate Zones Feature Article DBQ African Masks Annotated Interactive Map- Abrahamic Religions	Greek Mythology Board Game Socrates on Trial Eyewitness Poster- Best Form of Government	Royalty Persuasive Argument Whose Perspective Is This- Christian or Muslim?
<b>Unit Assessments</b>	Early Civilizations Poster	Hajj Journey Journal	Democratic Societies DBQ	Black Plague Plan
<b>District Assessments</b>	i-Ready IAB #1: Read Literary Texts	i-Ready IAB #2: Read Informational Texts IAB #3: Speaking & Listening	Smarter Balanced Summative Assessment IAB #4: Research	i-Ready