



7th Grade History Curriculum Map

Cabot Public Schools

Grade/Course	Unit Title
7 th Grade Social Studies	Geography, Pre-History, and the Cradle of Civilizations
Essential Questions	
<ol style="list-style-type: none"> 1. What are ways that maps, charts, graphs, and timelines display information? (To be taught with each civilization) 2. How do spatial patterns reflect economic and social change over time? 3. What were the characteristics of hunter-gather societies? 4. What were the social, political, religious, and economic characteristics of early civilizations? 	
Content Statements	
G.1.7.1 Determine the absolute and relative location of a specific place	
G.1.7.2 Compare the influence of geographic locations on early civilizations	
G.1.7.3 Analyze the importance of the following river systems on the emergence of early civilizations: Ganges River, Huang He (Yellow River), Indus River, Nile River, Tigris/Euphrates River	
G.1.7.4 Interpret specific types of charts, maps, and graphs showing weather patterns, climate, population, or other specific topics	
G.1.7.5 Compare a variety of regions to determine suitability for growth (e.g., climate, landform, vegetation regions)	
G.1.7.7 Design maps of places and regions that contain map elements: compass rose, inset map, grid system, legend/key, latitude, longitude, map scale, title	
G.1.7.8 Determine latitude and longitude using maps or globes	
G.1.7.9 Examine the influence of Earth's physical features on the development of regions of early civilizations	
H.6.7.2 Sequence significant historical events on a timeline to make predictions	
G.3.7.1 Discuss push-pull factors that influenced the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources)	
G.3.7.2 Investigate the infrastructure of population centers	
H.6.7.28 Contrast characteristics of the Paleolithic and Neolithic Ages	
H.6.7.3 Investigate characteristics of civilizations (e.g., writing, development of communities, government, religion, specialized workers, advanced technology, economic systems, education)	
G.2.7.2 Compare and contrast the contributions of people of various racial, ethnic, and religious groups in the development of early civilizations (e.g., Akbar the Great, Chandragupta I, Hatshepsut, Marco Polo, Mansu Musa, Ramses)	
G.2.7.3 Demonstrate examples of cultural exchange throughout various periods of world history	
G.3.7.3 Analyze ways people have: adapted to the physical environment, altered the physical environment	
C.5.7.1 Examine the concept of codified law: Hammurabi's Code, Justinian's Code	
H.6.7.4 Analyze achievements of the early river civilizations (e.g., agricultural improvements, establishment of libraries, architecture, transportation, commerce)	
H.6.7.21 Illustrate the development of early civilizations using a historical map: Mesopotamia, Egypt, India, China. Kiev, Bantu	

Assessment

Summarize the main points of Hammurabi's Code and analyze similarities and differences between his code and our laws today.

Discuss three of ancient Egypt's most important contributions to civilization. You may choose from the areas of art, science, government, or learning.

Examine and trace the flow of migratory patterns of early civilizations

Instructional Strategies

Map Activities

SIM frames

KAGAN structures

Primary/Secondary Sources

<http://www.historywiz.com/ancienthistory.htm>

<http://www.fordham.edu/halsall/ancient/asbook.asp>

<http://infomotions.com/alex/>

<http://www.eyewitnessstohistory.com/awfrm.htm>

<http://bsq-reliures.univ-paris1.fr/en/home/>

<http://www.bl.uk/reshelp/index.html>

<http://www.ancient-greece.org/index.html>

<http://www.loc.gov/teachers/additionalresources/relatedresources/world/primary.html>

Timelines/Maps of early civilizations

CCSS Connections

Reading

RH.7.1 Cite specific and textual evidence to support analysis of primary and secondary sources.

RH.7.3 Identify key steps in a text's description of a process related to history/social studies

RH.7.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

Writing

WHST.7.1 Write arguments focused on discipline-specific content (see sub-standards a-e for specific included information to be included).

WHST.7.2 Write informative/explanatory texts, including the narration of historical events (see sub-standards a-f for specific information to be included).

WHST.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.7.7 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.

Vocabulary

Absolute location

Relative location

Push-pull factors

Infrastructure

Cultural exchange

Codified law

Historical map

Grade/Course	Unit Title
7 th Grade Social Studies	Eastern Cultures and early Religions
Essential Questions	
<ol style="list-style-type: none"> 1. What are ways that maps, charts, graphs, and timelines display information? 2. How do spatial patterns reflect economic and social changes over time? 3. What were the social, political, religious, and economic characteristics of early civilizations? (cont.) 	
Content Statements	
G.1.7.1 Determine the absolute and relative location of a specific place	
G.1.7.2 Compare the influence of geographic locations on early civilizations	
G.1.7.3 Analyze the importance of the following river systems on the emergence of early civilizations: Ganges River, Huang He (Yellow River), Indus River, Nile River, Tigris/Euphrates River	
G.1.7.4 Interpret specific types of charts, maps, and graphs showing weather patterns, climate, population, or other specific topics	
G.1.7.5 Compare a variety of regions to determine suitability for growth (e.g., climate, landform, vegetation regions)	
G.1.7.7 Design maps of places and regions that contain map elements: compass rose, inset map, grid system, legend/key, latitude, longitude, map scale, title	
G.1.7.8 Determine latitude and longitude using maps or globes	
G.1.7.9 Examine the influence of Earth's physical features on the development of regions of early civilizations	
H.6.7.2 Sequence significant historical events on a timeline to make predictions	
G.3.7.1 Discuss push-pull factors that influenced the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources)	
G.3.7.2 Investigate the infrastructure of population centers	
C.4.7.4 Discuss individuals and their contributions to changing governments (e.g., Alexander the Great, Attila the Hun, Julius Caesar, Charlemagne, William the Conqueror, Qin Shi-Huangdi, Emperor Wudi)	
H.6.7.31 Examine the historical development and the basic tenets of world belief systems: Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism	
H.6.7.29 Examine the development of monotheism	
H.6.7.8 Describe the development of the dynastic system in China (e.g., Mandate of Heaven)	
H.6.7.15 Describe influences of the Persian, Peloponnesian, and Punic Wars on ancient civilization	
C.5.7.2 Investigate the significance of icons, artifacts, and symbols of civilizations using primary and secondary sources (e.g., flags, statues, monuments, coins, heraldry)	
H.6.7.1 Examine ways viewpoints expressed in primary and secondary source documents have changed over time	
H.6.7.6 Explore the development of the Roman Empire and the people associated with it (e.g., Augustus, Julius Caesar, Hannibal)	
H.6.7.14 Describe the role of Constantinople: fall of Rome, Byzantine Empire, influence on art, division of the Christian Church	

E.7.7.3 Discuss ways scarcity has influenced economic wants and needs resulting in the need to make choices

E.7.7.4 Discuss opportunity costs associated with decision-making

E.7.7.5 Determine influences of limited resources on economies due to choices made by leaders

E.8.7.1 Describe ways advancement of technologies in division of labor and specialization helped the development of civilization and economies (e.g., metallurgy across the Copper, Bronze, and Iron Ages)

E.8.7.3 Discuss changing factors of production over time: human resources, capital resources, natural resources, entrepreneurship

E.8.7.4 Analyze ways distribution of natural resources determined settlement patterns

E.9.7.7 Compare effects of supply and demand on prices in early markets

G.2.7.1 Examine creative work as examples of cultural heritage (e.g., literature, mosaics, statuary, architecture, philosophy, dramas)

G.2.7.2 Compare and contrast the contributions of people of various racial, ethnic, and religious groups in the development of early civilizations (e.g., Akbar the Great, Chandragupta I, Hatshepsut, Marco Polo, Mansu Musa, Ramses)

G.2.7.3 Demonstrate examples of cultural exchange throughout various periods of world history

H.6.7.7 Examine contributions that past civilizations made to the modern world (e.g., arts, architecture, aqueducts, legal system, math, language, science, transportation)

H.6.7.17 Discuss factors that led to the fall of the Roman Empire

H.6.7.19 Discuss the causes, courses, and effects of invasion: Viking, Mongol, Persian

C.5.7.1 Examine the concept of codified law: Hammurabi's Code, Justinian's Code

G.3.7.2 Investigate the infrastructure of population centers

Assessment

Compare/Contrast the major world religions (choose one of the following)

- Buddhism vs. Hinduism
- Confucianism vs. Daoism
- Monotheistic vs. Polytheistic

Did Hinduism have a positive or negative impact on the rise of civilization in India?

<p>Instructional Strategies Map Activities SIM frames KAGAN structures</p>	<p>Primary/Secondary Sources Old Testament of the Bible Selections from Confucius Selections from Buddha Selections from Laozi Selections from the Vedas</p>
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CCSS Connections

<p>Reading</p> <p>RH.7.1 Cite specific and textual evidence to support analysis of primary and secondary sources.</p> <p>RH.7.3 Identify key steps in a text’s description of a process related to history/social studies</p> <p>RH.7.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.</p>	<p>Writing</p> <p>WHST.7.1 Write arguments focused on discipline-specific content (see sub-standards a-e for specific included information to be included).</p> <p>WHST.7.2 Write informative/explanatory texts, including the narration of historical events (see sub-standards a-f for specific information to be included).</p> <p>WHST.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.7.7 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.</p>	<p>Vocabulary</p> <p>Tenets Monotheism Dynastic Icons Artifacts Opportunity costs Limited resources Cultural Infrastructure Codified</p>
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Grade/Course	Unit Title
7 th Grade Social Studies	The rise of Western Civilization (Greece and Rome)

Essential Questions

1. Why were the Persian, Peloponnesian, and Punic Wars important to the spread of ancient cultures?
2. How have various forms of written laws impacted world history? How did democracy develop in Athens and how did it differ from Sparta's government?
3. How did the empire of Alexander the Great establish a basis for the spread of Hellenistic culture?
4. Why was Rome able to conquer Carthage and then go on to expand its influence across the entire Mediterranean basin and much of Western Europe?
5. How did Roman achievements influence Western civilization?
6. Why did the Western Roman Empire decline?
7. What are the similarities and differences of government between the Roman Republic and the United States?

Content Statements

- C.4.7.3 Compare and contrast forms of government: democracy, dictatorship, monarchy, oligarchy, theocracy
- C.5.7.3 Examine rights, privileges, and responsibilities citizens and non-citizens had in civilizations based upon gender, socio-economic class, ethnicity, religion, or caste
- C.5.7.4 Discuss ways citizens participated in government: Athens, Sparta, Rome
- H.6.7.30 Compare and contrast life in Athens and Sparta (e.g., the role of citizens, social classes, Olympic games)
- H.6.7.16 Describe the rise of Alexander the Great and the development of Hellenistic culture
- H.6.7.23 Illustrate military expeditions of Alexander the Great
- H.6.7.22 Illustrate the expansion of Greece on a map of the ancient Mediterranean world
- G.1.7.1 Determine the absolute and relative location of a specific place
- G.1.7.2 Compare the influence of geographic locations on early civilizations
- G.1.7.3 Analyze the importance of the following river systems on the emergence of early civilizations: Ganges River, Huang He (Yellow River), Indus River, Nile River, Tigris/Euphrates River
- G.1.7.4 Interpret specific types of charts, maps, and graphs showing weather patterns, climate, population, or other specific topics
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- G.1.7.9 Examine the influence of Earth's physical features on the development of regions of early civilizations
- H.6.7.2 Sequence significant historical events on a timeline to make predictions
- G.3.7.1 Discuss push-pull factors that influenced the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources)
- G.3.7.2 Investigate the infrastructure of population centers

- C.4.7.1 Discuss the different ways executive, legislative, and judicial powers have been organized
- C.4.7.2 Discuss different forms of executive leadership in civilizations (e.g., judge class, patrician class, priest class, warrior class, emperor, nobility)
- C.5.7.4 Discuss ways citizens participated in government: Athens, Sparta, Rome
- E.7.7.1 Discuss economic wants and needs of people over time
- E.7.7.2 Investigate choices made by early civilizations that had long-range economic consequences
- E.7.7.6 Explain how trade-offs have allowed civilizations to get the most out of scarce resources
- E.8.7.2 Discuss effects of improving the quality or quantity of human capital and the increase of productivity (e.g., library at Alexandria, Chinese civil service system, guild systems, and importation of labor)
- E.9.7.2 Discuss advantages of using early banking institutions
- E.9.7.3 Discuss the necessity of accounting systems to document transactions
- E.9.7.1 Examine the characteristics of different types of currency in early civilizations (e.g., shells, bars of iron, gold, metal coins, pelts)
- E.9.7.4 Discuss advantages and disadvantages of trade among early to medieval civilizations
- E.9.7.5 Examine effects of standardization of currency on trade (e.g., Egypt, Greece, Persia, Rome, China)
- E.9.7.6 Describe roles ancient and medieval cities played in the crossroads of trade (e.g., Corinth, Byzantium, Mecca, Babylon, Ur, Baghdad, Alexandria)
- E.9.7.8 Examine the effects of early world marketing practices (e.g., bazaars, market places, medieval fairs)
- G.1.7.6 Compare and contrast the tools used by geographers, past and present, to develop maps and globes (e.g., astrolabe, compass, sextant, Global Positioning System [GPS], Geographic Information Systems [GIS], LANDSAT, Internet)
- H.6.7.2 Sequence significant historical events on a timeline to make predictions
- H.6.7.24 Illustrate the expansion of the Islamic Empire across Asia, Africa, and Europe on a historical map

Assessment

What are the similarities and difference between Greek and Roman government and the government of the United States?

Was the murder of Julius Caesar justifiable? Did the end justify the means? (Use secondary sources from Shakespeare's Julius Caesar)

What was Alexander the Great's most significant contribution to Western society? What made Alexander great?

What led to the fall of Rome?

Compare/Contrast Hammurabi's Code with Justinian's Code

Instructional Strategies

Map Activities

SIM frames

KAGAN structures

Primary/Secondary Sources

Julius Caesar by William Shakespeare (Marc Antony's "Friends, Romans, Countrymen" speech)

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Vocabulary

Democracy

Dictatorship

Monarchy

Oligarchy

Theocracy

Caste

Patrician

Grade/Course 7 th Grade Social Studies	Unit Title Islam, Middle Ages, and non-European Civilizations
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Essential Questions

1. How did Islamic achievements and technology influence Western Civilization?
2. What were the Samurai and Shogunates?
3. What was life like in Medieval Europe under the leadership of Clovis and Charlemagne?
4. How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?
5. What were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D.?
6. What was the cause and effect of the Crusades?
7. How and why did the church grow in importance during the Middle Ages?
8. How did the Black Death affect economic and social institutions in much of Asia and then in Europe?
9. How did European nation-states expand their territories and consolidate their power?
10. What factors led to the development of non-European civilizations around the world?

Content Statements

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- G.3.7.2 Investigate the infrastructure of population centers
- H.6.7.13 Explore medieval Japan (e.g., Shogunates, Samurai, feudalism)
- H.6.7.33 Describe the development of Russia (e.g., Kiev, Eastern Orthodox Church, Czars)
- H.6.7.32 Examine the development of the Frankish kingdom under Clovis and Charlemagne
- H.6.7.10 Describe life in Medieval Europe: feudalism, guild system, manorial system
- H.6.7.19 Discuss the causes, courses, and effects of invasion: Viking, Mongol, Persian
- H.6.7.20 Examine the consequences of the Norman invasion on England: Battle of Hastings, Domesday Book, feudalism

H.6.7.27 Examine the spread of ideas and goods through the network of trade routes (e.g., Indian Ocean, trans-Saharan, Silk Road)

H.6.7.18 Investigate the causes and effects of the Crusades

G.3.7.3 Analyze ways people have: adapted to the physical environment, altered the physical environment

H.6.7.9 Investigate roles of the Christian church in Medieval Europe

H.6.7.11 Describe the effects of the following events on the 14th century: Black Death and One Hundred Years War

H.6.7.12 Investigate the motives for the writing of the Magna Carta and the resulting influence on political power in England (e.g., establishment of Parliament)

H.6.7.5 Examine the development of ancient non-European civilizations: Africa, the Americas, Asia

H.6.7.25 Compare the locations of African kingdoms on a historical map including, but not limited to: Ghana, Kush, Mali, Songhai

H.6.7.26 Compare the locations of early American civilizations on a historical map including, but not limited to: Aztec, Inca, Maya, North American Indians, Olmec

Assessment

How are the religions of Judaism, Christianity, and Islam related? How are they different?

Discuss the pros and cons of feudal society in Medieval Europe.

How did the trade between Europe and Asia influence major events in Medieval Europe?

Compare/Contrast the Magna Carta to the US Bill of Rights.

Students will research one of the kingdoms of sub-Saharan Africa or a pre-Columbian American civilization

Instructional Strategies

Map Activities

SIM frames

KAGAN structures

Primary/Secondary Sources

Excerpts from Old Testament of the Bible

Excerpts from New Testament of the Bible

Excerpts from Qur'an

Pope Urban II's speech

Marco Polo's Journey

Magna Carta

US Bill of Rights

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Vocabulary

Feudalism

Guild

Manorial