READINGTON PUBLIC SCHOOL DISTRICT

Seventh Grade Social Studies 2024

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I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is a thematic learning model which prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. Accommodations and modifications are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. Pacing Guide Seventh Grade:

	Seventh Grade
Unit 1 6 weeks September- October	**Geography & The Elements Of Culture** ● Using maps, photographs, diagrams, cartoons, images, statistics, keys, graphs, text, and video clips to explain geographic information ● Identify and explain the elements of culture
Unit 2 8 weeks October-December	**Religion and Beliefs** ● Determine how religion shaped the values and decisions of the Greek city-states ● Determine how religion and social status shaped the values of ancient Rome ● Describe how the Christian religion unified the population and shaped the values and political decisions of rulers ● Identify and describe the six pillars of Islam

	● Determine how the interaction between the Islamic World and Medieval Europe increased trade, enhanced technology, and impacted science and the arts
Unit 3 8 weeks January-March	**Government** ● Link the four forms of government found in Ancient Greece ● Describe the expansion and eventual downfall of the Roman Empire ● Compare and contrast the Roman Republic and the Athenian Direct Democracy ● Compare and contrast different forms of government ● Understand how Justinian's Code of Law was used to govern and unify the population
Unit 4 6 weeks March	**Social Organizations** ● Explain how geography and natural resources influence social, economic, and political systems of the Greek city-states ● Explain how feudalism provided a stable social, economic, and political system after the fall of the western Roman Empire
Unit 5 1 week April	**Customs and Traditions** ● Describe the motivations of Alexander the Great to expand his empire ● Explain how geography and natural resources influenced the social, economic, and political decisions of Roman leaders ● Determine how the plague, democratic thought, military technology, and the increase of trade contributed to the decline of feudalism
Unit 6 4 weeks May	**Arts and Literature** ● Deconstruct Aesop's Fables ● Examine Greco-Roman Art ● Link the Renaissance to previous events
Unit 7 3 weeks June	**Economics and Technology** ● Explain how the ideas and innovations from ancient Greece, ancient Rome, Islamic civilizations, and the Byzantine Empire impacted the development of the Renaissance ● Explain how geography influenced the economy of the Byzantine Empire

VI.   SEVENTH GRADE UNITS OF STUDY

Seventh Grade Unit 1: Geography & The Elements of Culture
Desired Results

Established Goals:
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Understandings:	**Essential Questions:**
● Culture is expressed through and influenced by the behavior of people. ● An individual's beliefs, values, and traditions may reflect more than one culture. ● Experiences and events may be interpreted differently by people with different cultural or individual perspectives. ● It is important to understand the perspectives of other cultures in an interconnected world. ● It is important to analyze and assess information displayed on maps in order to determine how the geography, resources, and population impacts the civilization. ● Geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for their expansion. ● It is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	● How does geography influence our lives? ● How does culture express and influence the behavior of people? ● How do an individual's beliefs, values, and traditions reflect more than one culture? ● Why are experiences and events interpreted differently by people with different cultural or individual perspectives? ● Why is it important to understand the perspectives of other cultures in an interconnected world? ● How does an individual determine which pieces of information from a map may be useful? ● How do landforms impact civilizations? ● How do natural disasters impact civilizations? ● How does location impact your health? ● How did geography and the availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical

	civilizations and provide motivation for their expansion?
	● Why is it important for people from diverse cultures to collaborate in order to find solutions to community, state, national, and global challenges?
	● What are push-pull factors, and how do they influence people to migrate from their homes?
	● How did geography influence the development of the political, economic, and cultural centers of medieval Europe as well as its' relationships with other parts of the world?
	● How did the geography and the availability of natural resources influence the development of the political, economic, and cultural systems of ancient Rome and provide motivation for expansion?
	● How did expanding land and sea trade routes in the Mediterranean World impact the Roman Empire?
	● How did geography influence the development of the political, economic, and cultural centers of the Roman Empire as well as the empires' relationships with other parts of the world?
	● How did the maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers?
	● How did Africa's physical geography and natural resources present challenges and opportunities for trade, development, and the spread of religion?

Students will know/learn…
- Each culture is understood through its political, social, economic, and belief systems.
- Geography and natural resources positively or negatively impact the development of a civilization's political, economic, and cultural systems.
- Major bodies of water, continents, and countries of Europe, Mediterranean region, and the world.
- Culture shock from experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Examples and explanations of culture shock, cultural relativism, and ethnocentrism.
- Definitions of culture and civilization.
- How a civilization is an advanced culture.
- Definitions and examples of each element of culture (Art & literature, religion & beliefs, customs & traditions, social organization, language, government, economy, and education)
- The importance of text evidence in the presentation of an opinion
- Definitions of push and pull factors
- Why someone would leave their home and why ethnic and cultural conflicts resulted (AAPI)

Students will be able to…
- Analyze primary and secondary sources and use evidence from the text to support an opinion or fact.
- Compare and contrast primary and secondary sources.
- Use text evidence from primary and secondary sources to support a fact or opinion.

- Use text evidence to determine bias and reliability of a source.
- Compare and contrast monotheism and polytheism.
- Explain how morals shape the culture of a society.
- Explain how language and agriculture benefited the development of civilizations.
- Compare and contrast prehistory and history.
- Label major bodies of water, continents, countries, and the Mediterranean region on a map.
- Explain how geography and natural resources positively or negatively impacted the development of a civilization's political, economic, and cultural systems by using a variety of maps, images, and texts.
- Identify push and pull factors within current events concerning migration (AAPI)

Learning Plan

Learning Activities:
- Direction instruction using PowerPoint or Prezi
- Note-taking and completion of graphic organizers
- Student-Centered instruction using learning stations
- Elements of Culture Word Splashes
- Labeling of world map and a map of Europe
- Analyze film clips, images, and texts to identify and explain examples of elements of culture
- Analyze film clips, images, and texts to identify and explain examples of culture shock, cultural relativism, and ethnocentrism
- Analyze political, physical, climatic, and resource maps to explain how geography and natural resources positively or negatively impact the development of a civilization's political, economic, and cultural systems
- Timeline creation to understand prehistory and history and the development of advanced cultures
- Analyze primary and secondary sources to determine bias and reliability.
- Using text evidence from a variety of primary and secondary sources to support an opinion
- Chart interpretation
- Labeling a map of ancient Greece and the surrounding areas in order to learn how the geographical advantages and disadvantages impacted the political, social, and economic systems of ancient Greece
- Current event analysis of modern-day immigration issues involving marginalized groups of people (i.e., Asian Americans, AAPI)

Interdisciplinary Connections

Visual and Performing Art: 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Activity: Compare and contrast prehistoric art with the modern world.

ELA: W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. Activity: Write a persuasive essay using 7th-grade writing conventions.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). Activity: Students analyze

geographically different locations to determine the pros and cons of how geography and natural resources influence the environment and the social and economic development of an area.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Students are assigned different roles (Examples: Recorder, Material Manager, Facilitator, Time Keeper, Task Manager, Accuracy Checker), work together to complete an assignment, and are given the opportunity to share the findings with the class.

Computer Science and Design Thinking

CI: The study of human-computer interaction can improve the design of devices and extend the abilities of humans. Activity: Students use Kahoot, Gimkit, Quizlet Live, Quizizz, and video (WeVideo) to practice and engage in the content.

Assessment Evidence

Formative:
- Note-taking
- Whiteboard responses
- Classroom discussions
- Do Now activities
- Exit tickets
- Turn & Talk
- Quizzes
- Kahoot
- Quizlet
- Quizizz

Summative:
- Collaborative learning activities
- Unit test
- Maps

Alternative:
- Real-world examples of elements of culture
- Multimedia, interactive poster about geography and elements of culture
- Create a concept map of geography terms and elements of culture
- Develop ABC Book about elements of culture and geography terms

Resources

Core Materials: History Alive! The World through 1750

Supplemental Materials:
- Map of the world
- Map of Europe
- History of the World in 2 Hours Film
- Disney Film Clips from Brave, Zootopia, and The Little Mermaid to show examples of elements of culture, bias, enthrocentrism, and cultural relativism (Holocaust/Genocide)
- Geography and Elements of Culture vocabulary
- Leveled bookroom

Primary Sources:
- Current Event Articles from a variety of sources
- CNN Student News

Secondary Sources:
- [Body Ritual Among the Nacirema](#) by Horace Miner
- *Strange Mole Like Animal Melts Ice Tunnel With Its Head* by Tim Folger (Discover Magazine)
- The Nystrom Outline Map Library
- Atlas

Technology:
- Smartboard
- PowerPoint
- Student Chromebook
- WeVideo
- Google: Classroom & Slides
- Online Study Games: Kahoot, Quizlet, Quizizz, and Gimkit
- Educational YouTube videos
- TED-Ed Videos: *How Do You Decide Where To Go In A Zombie Apocalypse*

Seventh Grade Unit 2: Religion and Beliefs
Desired Results

Goals:
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations
6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

Understandings:	Essential Questions:
- Ancient Greece developed and eventually expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. - Ancient Greeks used Mythology to teach the younger generations	- How did the Geography of Ancient Greece impact their myths and legends? - How did the Ancient Greeks teach their children values through mythology? - How did the Ancient Greeks explain the world that they lived in by using religion? - How did rulers use religion and other means to unify and centrally govern

- Cultural exchange and diffusion dramatically increased and enduring world religions emerged, during the era of classical civilizations. - The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict in the Roman Empire. - The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict in Medieval Europe. - The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict in the Byzantine Empire.	- expanding territories with diverse populations? - How did the role of religion and economics shape the Roman Empire's social hierarchy, and how did these hierarchical structures impact the lives of various groups of people living in Rome? - What were the tenets of various world religions that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization? - How did religion, economic issues, and conflict shape the values and decisions of ancient Rome? - How did rulers use the role of religion and other means to unify and centrally govern expanding territories with diverse populations? - How did religion and economics shape medieval Europe's social hierarchy? - What were the reasons for, and the consequences of, the rise of powerful, centralized nation-states in Europe? - What is the difference between Shiites and Sunnis? - What was the dispute that split the Medieval Christian Church? - Why was the Roman Catholic Church so important and powerful? - How did religion divide the European regions? - What were the factors that led to the Reformation, and how did they impact European politics? - How did the reformation change religious life in Europe? - What were the tenets of various world religions that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization?

Students will know/learn...
- The values embedded in the myths of ancient Greece.
- How the myths of Ancient Greece impact our lives today.
- The similarities between Greece and Roman Mythology.
- Rulers used religion and other means to unify and centrally govern expanding territories with diverse populations.
- The tenets of Christianity that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization.
- The role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Muslim beliefs.
- About the life and mission of Muhammad.
- Christian beliefs.
- Jewish beliefs.

Students will be able to...
- Analyze Greek myths to identify the values taught.
- Identify how Greece's geography influenced the Ancient Greek religion.
- Explain the tenets of Christianity that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization.
- Analyze how religion, economic issues, and conflict shaped the values and decisions of ancient Rome.
- Discuss the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Analyze the role of religion and economics in shaping each empires' social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.
- Analyze the reasons for the growth of Islam in Asia, Africa, and Europe.
- Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- Explain the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- Analyze the importance of Constantinople to the development of Western Europe and the Roman Catholic Church.
- Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
- Summarize their understanding of Judaism from their 6th grade social studies experience.
- Analyze the evolution of religion from Judaism to Christianity to Islam.

Learning Plan

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student centered instruction using learning stations
- Video and song lyric analysis
- Quick response and short answer prompts
- Art and chart interpretation
- Creation of timelines, flowcharts, and Venn Diagrams
- Student simulations of historical events
- Interpret primary and secondary sources and use text evidence to support an opinion and/or fact
- The tenets of various world religions that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization
- Ancient Greek Myth analysis
- Write your own myth activity
- Comparing the religions of Greece and Rome to identify similarities
- Comparing and contrasting the pagan gods and goddesses of Greece and Rome to the Norse gods and goddesses
- Use artwork, video, and primary sources to describe how the Christian Crusades contributed to medieval European culture
- Analyze primary sources to determine how Christian Crusades impacted the Muslim, Christian, and Jewish populations of the Middle East and Europe
- History Alive! Crusades activity to examine the religious and historical significance of Jerusalem and the Holy Land to Jews, Christians, and Muslims.

Interdisciplinary Connections

Visual and Performing Art: 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. Activity: Students create a tableau to depict the religious significance of the Holy Land to Jews, Christians, and Muslims.

ELA and Social Studies (Holocaust/Genocide Connection): 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Activity: Students will analyze various accounts about the Crusades and then evaluate how the religious wars impacted the Muslim, Jewish, and Christian groups. Students will discuss how this shaped the experiences of the Muslim and Jewish populations when Christian crusaders invaded the Holy Land and how it impacted those living in Europe.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. Activity: Students participate in a simulation to experience some of the challenges groups faced in competing for control of the same territory. After the simulation, students will reflect on the experience by comparing it to the events of the Christian Crusaders invading the Holy Land. Students will be able to explain the environmental, social, and economic impacts the Christian Crusades had on the Christian, Jewish, and Muslim populations.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). Activity: Students work together in collaborative groups to create a tableau to depict the religious significance of the Holy Land to Jews, Christians, and Muslims. Each student in the group will be assigned to a specific role, which will have its own responsibilities to create equity in the projects. The roles are: *Writing Supervisor (Responsible for writing the project outline), Research Coordinator (Will lead the group in researching the belief and/or practice), Production Supervisor (Will lead the group in creating the pose and making sure the pose is appropriate as well as demonstrate sensitivity toward the religious beliefs and/or practices), and Presentation Supervisor (Will lead the group in preparing the presentation and making sure all the requirements are complete).* Therefore, the students will be able to practice their communication, collaboration, and leadership skills as the groups work together to complete the project.

Computer Science and Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students will analyze information presented in the media concerning various religions and discuss how online resources may show bias.

Assessment Evidence

Formative	Alternative:
● Completion of graphic organizers	

- Note-taking
- Teacher observations
- Classroom discussions
- Do Now activities
- Brainstorms
- Puppetry
- Filmed conversations
- Exit tickets
- Turn & Talk
- Quizzes
- Kahoot
- Quizlet
- Quizizz

Summative
- Collaborative learning activities
- Presentations
- Research project
- Essay
- Ancient Greek Myth activity
- Ancient Greek Gods and Goddesses Instagram project

- Create a mobile to explain the Pillars of Islam or the achievements during the Golden Age.
- Produce a multimedia, interactive poster that addresses the impact the Christian Crusades had on the western and eastern worlds.

Resources

Core Materials:
- History Alive! The World through 1750

Supplemental Materials:
Primary Sources:
- Art and architecture
- Roman Mosaics
- Homer's *Odyssey* and *Iliad*
- Primary sources that focus on the military and economic aspects of the Crusades, the motivation for the Crusades, and the Peasant Crusade in 1096 CE.

Secondary Sources:
- Greek Myths (Prometheus, Pandora's Box, Minotaur, Creation, The Seasons)
- Aesop's Fables
- The Isles of Greece poem by Lord Byron
- The Nystrom Outline Map Library
- Atlas
- Europe in the Middle Ages by E.D. Hursch Jr
- *The Crusades Through Arab Eyes* by Amin Maalouf
- PBS Sources for teaching the Five Pillars of Islam
  - Beliefs And Daily Lives of Muslims
  - Hajj: Islamic Sacred Pilgrimage (Video)
  - Ramadan Is Here
  - Zakat (Video)
  - Muslim Prayer (Video)
- Roman/Etruscan Myths
- Inside Islam by the Milliken Publishing Company
- PBS Sources for teaching the Five Pillars of Islam
  - Beliefs And Daily Lives of Muslims

- ○ [Hajj: Islamic Sacred Pilgrimage](#) (Video)
- ○ [Ramadan Is Here](#)
- ○ [Zakat](#) (Video)
- ○ [Muslim Prayer](#) (Video)
- [Excerpts about the impact of the Crusades](#) (Unknown sources). Sources come from a DBQ created by The White Plains Public Schools.

Technology:
- Smartboard
- PowerPoint
- Student Chromebook
- WeVideo
- Google: Classroom & Slides
- Online Study Games: Kahoot, Quizlet, Quizizz, and Gimkit
- Educational YouTube videos
- Online video clips from the History Channel
- TED-Ed Videos
- FlipGrid

Seventh Grade Unit 3: Government
Desired Results

Goals:
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time
6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China
6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

Understandings:	Essential Questions:

- Ancient Greece, Ancient Rome, and the Byzantine Empire produced important achievements that have endured over time. - Democracy has both positive and negative aspects. - At times, people give up on democracy. - The foundational concepts and principles of prior civilizations influenced the development of American political documents and practices.	- How did the different political systems such as monarchy, oligarchy, tyranny, and democracy help rulers control and unify the Greek city-states? - How did the difference between the oligarchs and the people inspire change - How do tyrants come to power? - How did the Ancient Greeks define citizenship? - What kind of impact did this have on civilizations to come? - Why would Sparta choose to have two kings instead of one? - Was the Early Roman Republic a democratic society? - How did Rome differ from the Government cycle that occurred in Ancient Greece? - How is the Roman Republic similar and/or different from Athenian Democracy? - How did the structure of the Roman Republic influence our current system in the United States of America? - Why did the Roman Republic add a dictator clause to their constitution? - How did the flaws within the Roman Republic lead to its demise? - How did the failure of the Roman Republic lead to a dictator? - Was the Roman Republic an effective form of government? - Can civil debate and discussion fix major problems in the government of a civilization? - Could the Roman Republic have been saved from becoming a tyranny? - How did the medieval English legal and constitutional practices of the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary influence modern democratic thought and institutions in the United States? - Why was the Justinian Code important? - What was the difference between rulers and Muslim rulers? - How did the Magna Carta unite England?

Students will know/learn…
- How Ancient Greece cycled through different government types (Monarchy, Oligarchy, Tyranny, and Democracy).
- How Ancient Greek Democracy influenced the Roman Republic.
- How the Etruscan system of government influenced the Roman Republic.
- How the Early Roman Republic failed to function as a true democracy.
- How the Conflict of the Orders and the development of the Twelve Tables made the Roman Republic a more democratic form of government.
- Why the Roman Republic needed to create a system of dictatorship.
- How the failure of the Roman Senate to address issues within the Republic eventually led to its collapse.

- How Julius Caesar overthrew the Roman Republic.
- How the Empire compared to the Republic.
- How the structure of feudalism was built following the fall of the Roman Empire.

Students will be able to...
- Identify the positives and negatives of Monarchy.
- Identify the positives and negatives of Oligarchy.
- Identify the positives and negatives of Tyranny.
- Identify the positives and negatives of Democracy.
- Determine the foundational concepts and principles of Athenian democracy that later influenced the development of the United States Constitution.
- Understand what the Roman Republic inherited from Etruscan ideas of government.
- Decide whether the Roman Republic truly lived up to its idea of "libertas".
- Understand why the Conflict of the Orders changed the government of the Roman Republic.
- Understand the power structures of the Roman Republic.
- Compare and contrast Athenian Democracy and the Roman Republic.
- Determine the positive and negative results of the Roman Republic becoming a dictatorship.
- Determine the reasons why Julius Caesar was able to become dictator for life.
- Create model Senate legislation addressing the issues of taxation, law and order, and political corruption in the Roman Republic.
- Reflect on the ability of the Roman Republic to solve problems within its government.
- Identify how Julius Caesar was able to transition Rome from a Republic to Empire.
- Explain how Roman Emperors were able to expand and develop the Empire with the absolute power of their position.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.
- Interpret the influence of medieval English legal and constitutional practices such as the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary on modern democratic thought and institutions in the United States.
- Identify the similarities and differences between the political, economic, and social status of groups in ancient Greece and those of people today. Compare how individuals perceive the principles of liberty and equality then and now.
- Identify similarities and differences between the American legal system and the legal systems of ancient Greece and how these early systems influenced our current legal system.
- Different political systems such as monarchy, oligarchy, tyranny, and democracy were used by the rulers to help control and unify the Greek city-states and the Hellenistic Kingdoms.
- Connect the foundational concepts and principles of Athenian democracy that influenced the development of the United States Constitution.
- Interpret charts and documents to determine how the Magna Carta influenced the United States Constitution.
- Compare and Contrast Muslim rulers and Byzantine rulers.
- Interpret charts and documents to compare and contrast the English Parliament with the modern United States Legislative Branch.

Learning Plan or Resources

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student centered instruction using learning stations
- Video and song lyric analysis
- Quick response and short answer prompts
- Art and chart interpretation
- Student simulations of historical events
- Creation of timelines, flowcharts, and Venn Diagrams
- History Alive! Government Activity to compare and contrast the political systems used by the ancient Greek city-states (Monarchy, oligarchy, tyranny, and direct democracy)
- Debate on types of government found in Ancient Greece

- Create a Venn Diagram to compare and contrast Athenian Democracy and the Roman Republic.
- Debate the ethics behind Athenian Democracy
- Analyze primary and secondary sources to determine if Alexander the Great should be remembered as a villain or a hero.
- Analyze primary and secondary sources and use text evidence to support an opinion and/or fact
- Analysis of Etruscan Government Document Readings
- Interpret charts and documents to compare and contrast the Roman Republic with the modern United States Republic
- Write a thesis statement arguing for the benefits or negative effects of Rome developing a dictatorship
- Act out and model the Roman Senate through creating proposals and legislation to fix the issues of taxation, law and order, and political corruption in the Roman Republic
- Discussion of Julius Caesar's actions to overthrow the Roman Republic and analysis of a play of his assassination
- Use timelines, primary and secondary sources, sculpture, and video analysis to explain how the Roman Emperors influenced the social, political, and economic systems of ancient Rome
- Independent Study Roman Emperor Research Project
- Labeling a map of the Middle East and surrounding areas in order to learn how the geographical advantages and disadvantages impacted its political, social, and economic systems
- History Alive! Magna Carta activity to investigate how King John of England abused his absolute power, which led to the development of the Magna Carta

Interdisciplinary Connections

ELA: W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Activity: Students will complete a Roman Emperor Research Project.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Act as a responsible and contributing community members and employee. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. Activity: Students participate in a government simulation to compare and contrast the roles of a citizen in a monarchy, oligarchy, tyranny, and direct democracy.

Computer Science and Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students use Kahoot, Gimkit, Quizlet Live, Quizizz, and video (WeVideo) to practice and engage in the content.

Assessment Evidence

Formative	Alternative:
- Completion of graphic organizers - Note-taking - Teacher observations - Whiteboard responses - Classroom discussions - Do Now activities - Brainstorms - Quizzes - Kahoot	Constructive response: If Rome could go from a republic to a dictatorship, can the same thing happen to the U.S.A?

- Quizlet
- Quizizz
- Comparison of Etruscan and Roman systems of government
- Venn Diagram Comparison of Athenian Democracy and the Roman Republic
- Thesis Statement Practice
- Greek government debate
- Model Roman Senate Activity
- Issues within the Roman Republic Writing Assessment

Summative
- Collaborative learning activities
- Presentations
- Essay/Written response
- Maps
- Greek Government Presentations
- Roman Emperor Research Project

Resources

Core Materials:
- History Alive! The World through 1750

Supplemental Materials:
- History Alive! The Medieval World And Beyond Interactive Student Workbook
- History Alive! The Medieval World And Beyond Lesson Guide

Primary Sources:
- Greek pottery depicting government leaders

Secondary Sources:
- The Nystrom Outline Map Library
- Atlas
- Etruscan Government Document Reading
- Europe in the Middle Ages by E.D. Hursch Jr
- Taxation in the United States Newsela Article
- Political Corruption Newsela Article
- [Gossip at the Forum](#) (Julius Caesar Assassination Play)

Technology:
- Smartboard
- PowerPoint
- Student Chromebook
- WeVideo
- Google: Classroom & Slides
- Online Study Games: Kahoot, Quizlet, Quizizz, and Gimkit
- Educational YouTube videos
- Online video clips from the History Channel
- TED-Ed Videos
- FlipGrid

Seventh Grade Unit 4: Social Organization
Desired Results

Goals:

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

Understandings:	Essential Questions:
● Ancient Greece developed and eventually expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. ● Ancient Greece's slave trade and culture produced a hostile environment. ● Cultural differences existed between Athens and Sparta. ● There were differences in quality of life between the two social classes of Ancient Rome. ● Differences in quality of life between male and female Romans existed. ● Ancient Rome developed and expanded into an empire of unprecedented size and diversity by creating centralized	● How did the rights and responsibilities of free men, women, slaves, and foreigners impact the political, economic, and social structures of ancient Greece? ● Why were slave revolts anticipated in some Greek city-states? ● What were the similarities and differences between the political, economic, and social status of groups in ancient Greece to those of people today? How did individuals perceive the principles of liberty and equality then and now? ● What were the similarities and differences between the American legal system and the legal systems of ancient Greece? How did this early system influence our current legal system?

governments and promoting commerce, a dominant military, a common culture, and social values.
- The emergence of the Feudal Middle Ages in Europe resulted from the decrease in interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization following the fall of the western Roman Empire.
- The decline of feudalism in Medieval Europe resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.

- What were the differences and similarities of social hierarchies in ancient Greece and how did social status impact power, wealth, and equality?
- How did religion, economic issues, and conflict shape the values and decisions of ancient Greece?
- How can philosophical thinking change our understanding of the world?
- How did the social hierarchies in ancient Rome impact power, wealth, and equality?
- Was life in the Roman Republic fair for everyone?
- What methods were used by the rulers of Rome to control and unify the expanding empire?
- What does the Roman peoples' praise of Julius Caesar's actions in Gaul say about their values?
- How did the differences and similarities of the rights and responsibilities of free men, women, slaves, and foreigners impact the political, economic, and social structures of ancient Rome?
- How do past interactions of people, cultures, and the environment affect issues across time and cultures?
- What were the elements of the European feudal system, and how did the system promote social, economic, and political order? How do these compare to the Japanese feudal system?
- What events lead to the rise and eventual decline of European feudalism?
- What is nation-building?

Students will know/learn…
- The rights and responsibilities of free men, women, slaves, and foreigners varied in the political, economic, and social structures of ancient Greece (Diversity and Inclusion).
- The geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient Greece and the Hellenistic Kingdoms and provided motivation for expansion.
- The differences and similarities of social hierarchies in ancient Greece impacted power, wealth, and equality.
- The Ancient Greeks thought that the best people, Aristocrats, were wealthy men who inherited large pieces of land (Aristocrats means "best" in Ancient Greek).
- How Sparta's large army and its large slave population were connected.
- The connections between slave revolts and the social hierarchy in Ancient Greece.
- The differences in culture between Athens and Sparta
- How the differences between Athens and Sparta mirrored the differences between the Minoans and the Mycenaeans.
- The importance and enduring legacy of the major achievements of ancient Greece over time.
- Religion, economic issues and conflict shaped the values and decisions of ancient Greece.
- The various methods used by the rulers of Rome to control and unify the expanding empire.
- The differences and similarities of the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of ancient Rome (Diversity and Inclusion).

- How gender roles and class divisions in the Roman Republic were influenced by the Etruscan civilization.
- The elements of the European feudal system and the effectiveness of each in promoting social, economic, and political order out of the disorder of the fall of Rome.
- The events that led to the rise and eventual decline of European feudalism.
- The relationship between serf and manor in mainland Europe.
- The communal atmosphere of Norse society.

Students will be able to...
- Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of Ancient Greece.
- Compare the political, economic, and social status of groups in ancient Greece to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
- Compare and contrast the American legal system with the legal systems of ancient Greece, and determine the extent to which these early systems influenced our current legal system.
- Analyze how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of the ancient Greek city-states and provided motivation for expansion.
- Explain how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of the Hellenistic Kingdoms and provided motivation for expansion.
- Debate the cultural differences between Athens and Sparta.
- Infer how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
- Compare and contrast social hierarchies in ancient Greece as they relate to power, wealth, and equality.
- Compare and contrast the tenets of the ancient Greek pantheon that developed in or around this time period, its patterns of expansion, and its response to the current challenges of globalization.
- Interpret the extent to which religion, economic issues, and conflict shaped the values and decisions of ancient Greece.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.
- Identify the differences between the quality of life for each social class within Ancient Rome.
- Identify the differences between the lives of males and females within Ancient Rome.
- Compare and contrast the similarities and differences between the American legal system with the legal systems of ancient Rome, and how these early systems influenced our current legal system.
- Complete and present a group project presentation on daily life and society in the Roman Republic.
- Analyze how religion and economics shaped medieval Europe's social hierarchy, which impacted the lives of various groups of European people.
- Describe how nations formed in Europe.
- Compare and contrast European Feudalism and Japanese Feudalism (AAPI).

Learning Plan

Learning Activities:
- Direct instruction using PowerPoint or Prezi
- Student-centered instruction using learning stations
- Student simulations of historical events
- Reader's Theater
- History Alive! Feudalism Activity to investigate how the European Feudalism provided a stable political, social, and economic system
- Creation of a Cinquain Poem about the European Feudal System
- Quick response and short answer prompts
- Athens and Sparta Debate
- Creation of timelines, flowcharts, and Venn diagrams

- Investigating how the development of western philosophy impacted the morals, values, and belief systems of ancient Greece by analyzing sources about and written by Socrates, Plato, Digenes, and Aristotle
- Analyze political theories that were born in Ancient Greece
  - World Cafe
- Analysis of Etruscan secondary source document readings
- Analysis and note-taking of Daily Life and Society in the Roman Republic Documents
- Analysis of gender role videos in Ancient Rome and completion of T-chart.
- History Alive! Medieval Monk Activity to investigate how the lifestyle of a medieval monk or nun provided shelter, food, safety, and honor
- History Alive! Black Death activity to investigate how the Bubonic Plague impacted the political, social, and economic systems of medieval Europe
- Black Death jigsaw activity using charts, articles, and maps

Interdisciplinary Connections
ELA: W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Activity: Athens and Sparta Debate.

Career Readiness, Life Literacies, and Key Skills
Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.Activity: Students will identify the jobs that were used in Feudal Society and trace one's history that is still a job in today's society.   9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Students will analyze how this is seen in the Modern World but was not prevalent in the Medieval Feudal Society and the Japanese Feudal Society.

Computer Science and Design Thinking
8.1.8.DA.CI: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students use Google Docs to organize notes and use Noodle Tools to record all of the important information when citing sources of information.

Assessment Evidence	
Formative: ● Completion of graphic organizers ● Note-taking ● Gimkit ● Classroom discussions ● Do Now activities ● Exit tickets	Benchmark: Athens and Sparta Debate Alternative: ● "Interview" a member of the feudal system (serf, knight, lord, king) to explain their role in feudalism.

• Turn & Talk • Written responses • Quizzes • Kahoot • Quizlet • Quizizz • Comparison of Etruscan and Roman social organization • Analysis and note-taking of Daily Life and Society in the Roman Republic Documents • Gender Roles T-Chart **Summative:** • Collaborative learning activities • Independent study • Unit tests • Presentations • Maps • Group Project Presentation • Roman Society Writing Assessment	• Write a "how-to" manual to explain the process of feudalism, living as a monk or nun, surviving the Bubonic Plague, and setting up a guild.

Resources

Core Materials:
- History Alive! The World through 1750

Supplemental Materials:
- Athens and Sparta readings
- Engineering an Empire: Alexander the Great (Documentary)
- Last Stand of the 300 (Documentary)
- Leveled bookroom

Primary Sources:
- Greek philosophy quotes from Socrates, Plato, and Socrates
- Statue of Alexander the Great in Skopje, Macedonia
- *Itinerarium Alexandri,* Anonymous, 4th century A.D.
- *World History,* by Diodorus, Greek historian, 1st century BCE
- *The Anabasis of Alexander* Arrian Soldier, governor, and philosopher Excerpts from "The Anabasis of Alexander," A.D. 171

Secondary Sources:
- *Alexander the Great*, by Eric Foner and John A. Garraty
- The Nystrom Outline Map Library
- Atlas
- The Gods and Goddesses of Olympus by Aliki
- Etruscan Social Organization Document
- Daily Life and Society in the Roman Empire Document collections
- [A Glimpse of Teenage Life in Ancient Rome- Ted-Ed](#)
- [Four Sisters in Ancient Rome- Ted-Ed](#)

Technology:
- Smartboard
- PowerPoint
- Student Chromebook
- WeVideo

- Google: Classroom & Slides
- Online Study Games: Kahoot, Quizlet, Quizizz, and Gimkit
- Educational YouTube videos
- Online video clips from the History Channel
- TED-Ed Videos
- FlipGrid

Seventh Grade Unit 5: Customs and Traditions
Desired Results

Goals:

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Understandings:	Essential Questions:
- Ancient Greeks used war stories to outline the values of their civilization. - Cultural exchange and diffusion dramatically increased, and enduring world religions emerged during the era of classical civilizations. - Past interactions of people, cultures, and the environment affect issues across time and cultures. - Rome's conquest of Carthage and their treatment of a North African civilization that was not "Roman". - Julius Caesar's actions in Gaul and how the Romans valued him as a cultural hero. - Ancient Rome developed and expanded into an empire of unprecedented size and diversity by creating centralized governments and promoting commerce, developing a dominant military, a common culture, and social values. - The emergence of the Roman Empire resulted from aggressive military campaigns, the building of roads to promote interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.	- How did education produce gender inequality in some Ancient Greece city-states? - How did Sparta's isolation impact its culture? - What do the founding myths of Ancient Rome (Horatius at the Bridge & Romulus and Remus) say about the values and beliefs of Roman culture? - What were the foundational concepts and principles of the Roman Republic that later influenced the development of the United States Constitution? - What did Ancient Rome's actions in the Punic Wars reveal about their values? - What were the important and enduring legacies of the major achievements of ancient Rome? - How did geography influence the development of the political, economic, and cultural centers of the Roman Empire as well as the empire's relationships with other parts of the world? - How did the maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers?

● The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict in the Roman Empire. ● The western Roman Empire declined as a result of internal weaknesses and external invasions, but it left lasting legacies for future civilizations. ● Rome expanded and declined under the leadership of good and bad emperors. ● The emergence of the Feudal Middle Ages in Europe resulted from the decrease in interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization following the fall of the western Roman Empire.	● How did Africa's physical geography and natural resources present challenges and opportunities for trade, development, and the spread of religion? ● How did the geographies and climates of Asia, Africa, and Europe influence their economic development and interaction or isolation with other societies? ● How did the interrelationships among improved agricultural production, population growth, urbanization, and commercialization lead to the rise of the Roman Empire? ● What benefits and drawbacks could be found from an individual combining beliefs, values, and traditions from multiple cultures? ● How does one balance conflicting cultural expectations? ● How did cultures influence the Byzantine Empire? ● What was the role of learning in Medieval Europe?

Students will know/learn...
- Why Athenian men were so proud of their freedom as Athenian citizens.
- Why Athenians believed education would provide good citizens.
- How Etruscan social organization influenced the society of the Early Roman Republic.
- The importance and enduring legacy of the major achievements of ancient Rome over time.
- What the founding myths of Ancient Rome say about the values of the Ancient Romans.
- Religion, economic issues and conflict shaped the values and decisions of the ancient Romans.
- How Rome potentially committed genocide against the civilization of Carthage (Holocaust).
- How Julius Caesar led a violent conquest against the Gauls that was praised by the Roman people.
- How geography influenced the development of the political, economic, and cultural centers of the Roman Empire as well as the empire's relationships with other parts of the world.
- How maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers.
- How religion influenced the role of women in Medieval European societies.
- How Joan of Arc impacted people's definition of what it meant to be a woman.
- What the tale of King Arthur tells us about chivalry.
- The accomplishments of the Sacred Band of Thebes (LBGT).

Students will be able to...
- Explain how the culture of Ancient Athens created educated and democratic citizens.
- Analyze how the geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of ancient Rome and provided motivation for expansion.
- Analyze foundational myths for cultural values and beliefs in the Roman civilization.
- Compare and contrast the differences and similarities of social hierarchies in Ancient Rome and how they impacted power, wealth, and equality.
- Assess the importance and enduring legacy of the major achievements of ancient Rome over time.
- Explain the tenets of Christianity that developed in or around this time period, their patterns of expansion, and their responses to the current challenges of globalization.
- Analyze how religion, economic issues, and conflict shaped the values and decisions of ancient Rome.
- Determine if the Roman Republic's actions in the Punic Wars were genocide (Holocaust).
- Determine if Julius Caesar's actions in Gaul were genocide.

- Understand why Rome perceived foreign groups of people as "barbarians."
- Discuss the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- Explain how geography influenced the development of the political, economic, and cultural centers of the Roman Empire as well as the empire's relationships with other parts of the world.
- Recognize the role of religion and economics in shaping the Roman Empire's social hierarchy and the impact these hierarchical structures had on the lives of various groups of people living in Rome.
- Draw conclusions as to what chivalry means.
- Explain gender roles in ancient Sparta (LBGT).
- Explain why the Greeks chose to follow the Mycenaeans instead of the Minoans.
- Explain the purpose of creating the myth of the Trojan War.
- Analyze modern day examples of art, architecture, technology, language, and scientific discoveries to determine how Islam impacted the development of American culture
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Learning Plan

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student centered instruction using learning stations
- Labeling a map of ancient Italy and surrounding areas in order to learn how the geographical advantages and disadvantages impacted the political, social, and economic systems of the Roman Empire
- Video and song lyric analysis
- Quick response and short answer prompts
- Art (sculpture and architecture) and chart interpretation
- Creation of timelines and flowcharts
- Interpret primary and secondary sources and use text evidence to support an opinion and/or fact
- Analyze the modern day examples of art, architecture, political systems, language, and infrastructure to determine how ancient Rome influenced the development of American culture
- Analyze cultural elements of the Etruscans and the ancient Greeks to determine how these early civilizations influenced the development of the ancient Romans
- Interpret charts and documents to compare and contrast the Roman Republic with the modern United States Republic
- Use timelines, primary and secondary sources, sculpture, and video analysis to explain how the Roman Emperors influenced the social, political, and economic systems of ancient Rome
- Write a letter from the perspective of Emperor Constantine explaining why he decided to move the capital city of Rome to Byzantium (Constantinople/Istanbul)
- Use different lenses when analyzing artwork and primary sources to determine the reasons that lead to the fall of the western Roman Empire

Interdisciplinary Connections

Visual and Performing Art: 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Activity: Emperor puppet making, and the analysis of art and architecture throughout the Roman Empire.

Mathematics: 7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Activity: Manipulating Roman Numerals.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver

information supported with evidence for an authentic audience. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Video and song lyric analysis of art, architecture, political systems, language, and infrastructure to determine how ancient Rome influenced the development of American culture.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Students evaluate the consequences of the political, economic, and social decisions made by the Roman Emperors to explore how, in the modern day, online activities and social media can impact our future professional opportunities.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., Cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). Activity: The students discuss the environmental, social, and economic impacts during each period of Roman Empire expansion. For example, what were the environmental, social, and economic impacts of Emperor Hadrian building a wall across Britain?

Computer Science and Design Thinking

8.1.8.DA.CI: Data is represented in many formats. Software tools translate the low-level representation of bits into a form understandable by individuals. Data is organized and accessible based on the application used to store it. Activity: Students use WeVideo to engage in the content and present research.

Assessment Evidence

Formative
- Completion of graphic organizers
- Note-taking
- Charts, Diagrams, and/or Models
- Venn Diagrams
- Written responses
- Classroom discussions
- Do Now activities
- Brainstorms
- Exit tickets
- Turn & Talk
- Video discussions
- Quizzes
- Gimkit
- Analysis writing responses of cultural myths
- Map Activity (Punic wars)

Summative
- Collaborative learning activities
- Independent study
- Unit tests
- Presentations
- Instagram project showcasing an Ancient Greek Olympic sports activity
- Coat of Arms project
- Maps

Benchmark: How did the Role of Gender Develop Over Time Throughout European History Writing Response

Alternative:
- Compare and contrast the Ancient Greek Olympics and the Modern-day Olympics, specifically identifying the reasons for people and countries competing

Resources

Core Materials:
- History Alive! The World through 1750

Supplemental Materials:
- Engineering an Empire: Rome (Documentary Series)
- Map of the Roman Empire
- Ancient Rome vocabulary
- Excerpt from the film *Lord of the Rings: Return of the King* to analyze the impact of using war elephants during battle
- Leveled bookroom

Primary Sources:
- Ancient Greek Pottery showcasing the Olympics
- Marcellinus, *The Roman History*. C. 380 (Roman Soldier who chronicled Latin History in Res Gestae)

Secondary Sources:
- The Nystrom Outline Map Library
- Atlas
- Roman Emperor readings
- Gladiators & Chariot Racing
- Military in the Roman Empire
- The Myth of Romulus and Remus Play Script
- The Myth of Horatius at the Bridge

Technology:
- Smartboard
- PowerPoint
- Student Chromebook
- WeVideo
- Google: Classroom & Slides
- Online Study Games: Kahoot, Quizlet, Quizizz, and Gimkit
- Educational YouTube videos
- Online video clips from the History Channel
- FlipGrid
- TED-Ed Videos:
    - A Glimpse of Teenage Life in Ancient Rome by Ray Laurence
    - TED-Ed: From Slave to Rebel Gladiator: The Life of Spartacus by Fiona Radford
    - Ted-ED: A Day in the Life of a Roman Soldier by Robert Garland
    - Ted-ED: Four Sisters in Ancient Rome by Ray Laurence

Seventh Grade Unit 6: Arts and Literature
Desired Results

Goals:
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

Understandings:	Essential Questions:
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged during the era of classical civilizations. - The emergence of the Feudal Middle Ages in Europe resulted from the decrease of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization following the fall of the western Roman Empire. - The decline of feudalism in Medieval Europe resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. - While commercial and agricultural improvements created new wealth and opportunities for Medieval Europe, most people's daily lives remained unchanged.	- Why do people feel the need to compete with each other over art and literature? - What can theater teach us about the world we live in? - How did the geographies and climates of Europe influence its economic development and interaction or isolation with other societies? - What were the demographic, economic, and religious impacts of the plague on Europe? - What were the important and enduring legacies of the major achievements of the people living in medieval Europe over time? - How do past interactions of people, cultures, and the environment affect issues across time and cultures? - How can Arts and Literature drive a national identity? - How was the Renaissance similar/different from other Golden Ages in Greece, Rome, Islam, etc.? - What is a Renaissance man?

Students will know/learn...
- The impact of art on a civilization.
- The influence of Minoan artwork on Athens.
- How Minoan artwork showcases gender equality.
- The influence of Etruscan arts on the arts of the Ancient Roman civilization.
- The importance of music, poetry, and theater in the Ancient Greek culture.
- How the Greeks commented on their society through theater.
- Ancient Greeks competed with one another to determine who was the better "arts" city-state.
- The contributions of Rome to architecture, city building, water technologies, Christianity, art, government, and engineering.
- The importance and enduring legacy of the major achievements of the people living in medieval Europe over time.
- The factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

Students will be able to...
- Explain what can be learned about the Ancient Minoans through their frescos and bronze artwork.
- Describe how decorative pottery can be used to learn more about the people of Ancient Greece.

- Analyze how geography influenced the development of the political, economic, and cultural centers of medieval Europe as well as its relationships with other parts of the world.
- Evaluate the demographic, economic, and religious impact of the plague on Europe.
- Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
- Describe Greek Society through an analysis of their theatrical performances.
- Explain how Rome used sculpture to idolize their leaders.
- Analyze artwork and the Funeral Speech of Pericles to understand the development of the Golden Age in Athens and how Athenian prosperity influenced surrounding city-states.
- Analyze the morals, values, and belief systems of the ancient Greeks.
- Analyze the culture of the Minoans and the Mycenaeans and determine how these early civilizations influenced the development of the ancient Greeks.
- Analyze images of medieval Gothic and Romanesque cathedrals to compare and contrast the development of medieval architecture.
- Use artwork, video, and primary sources to describe how Christianity influenced the belief systems of the medieval Europe.
- Use artwork, video, and primary sources to describe how Joan of Arc influenced the outcome of the 100 Years War.
- Use artwork, video, and primary sources to describe how the Renaissance contributed to the Reformation and the Age of Exploration.
- Use artwork to compare and contrast the Northern Renaissance with the Renaissance in southern Europe.
- Analyze artwork to determine the extent of the influence of Ancient Greece and Roman on the artistic styles of the Renaissance.
- Analyze the modern-day examples of art, architecture, and technology to determine how the Renaissance impacted the development of American culture.

Learning Plan

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student-centered instruction using learning stations
- Art (sculpture and architecture) and chart interpretation
- Interpret primary and secondary sources and use text evidence to support an opinion and/or fact
- Analyze various Greek myths, epics (Iliad and Odyssey), and fables
- Perform a shortened version of a Greek theatrical play/ performance
    - If time/ space allows, each Social Studies class will perform to each other
- Analyze Minoan Bronze artwork
- Video and song lyric analysis
- Quick response and short answer prompts
- Creation of timelines, flowcharts, and Venn Diagrams
- Analyze and compare Roman and Etruscan arts and sculpture
- Student simulations of historical events
- Creation of a Venn Diagram to compare and contrast the Middle Ages and the Renaissance

Interdisciplinary Connections

Visual and Performing Art: 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Activity: Analyze Romanesque and Gothic architecture used in medieval cathedrals. Analysis of artwork and architecture in ancient Greece and Hellenistic Kingdoms. Students will analyze artwork to determine the extent of the influence of Ancient Greece and Rome on the artistic styles of the Renaissance. In addition, students will use artwork to compare and contrast the Northern Renaissance with the Renaissance in southern Europe.

ELA: RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. Activity: Utilize primary and secondary sources to compare and contrast the Northern Renaissance with the Renaissance in southern Europe.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Attend to financial well-being. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). Activity: Students analyze how the institution of feudalism provided medieval society personal health and financial well-being after the fall of the western Roman Empire because it gave people safety and security politically, economically, and socially.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Students compare and contrast careers common in the Middle Ages with modern-day careers. In addition, students analyze the role of medieval guilds and how they have evolved over time.

Computer Science and Design Thinking

8.1.8.DA.CI: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students conduct research on the bubonic plague.

Assessment Evidence

Formative	Alternative:
Formative ● Completion of graphic organizers ● Note-taking ● Feudalism cinquain ● Classroom discussions ● Do Now activities ● Charts, Diagrams, and/or Models ● Venn Diagrams ● Exit tickets ● Turn & Talk ● Quizzes ● Kahoot ● Quizlet ● Quizizz ● Gimkit ● Comparison of Etruscan and Roman Arts **Summative** ● Collaborative learning activities ● Independent study ● Unit tests ● Essay ● Maps ● Greek theater performance	● Coordinate a living museum of the Renaissance. Students dress up as artists, authors, inventors, scientists, and explorers and present mini-biographies. ● Create a Social Media profile of a "Renaissance Man/Woman"

Resources

Core Materials:
- History Alive! The World through 1750

Supplemental Materials:
- *Life in the Middle Ages* video series by Schlessinger Media
- History Channel Film: *The Dark Ages*
- Excerpts from the film, *A Knight's Tale*
- Excerpt from the film, *The King*
- *Joan of Arc* lyrics by Arcade Fire

Primary Sources:
- Collection of Greek theater plays
- Roman art, sculpture, and architecture
- Excerpts from the Canterbury Tales by Geoffrey Chaucer
- Images from a variety of Gothic and Romanesque cathedrals built throughout Europe during the Middle Ages
- Letter from Joan of Arc to the King of England, Henry VI, regarding his invasion of France and the siege at Orleans (March 22, 1429)
- The Bayeux Tapestry
- Bubonic Plague Accounts from Agnolo di Tura (14th century)
- A record from a monk who was present at the meeting at Runnymede regarding the Magna Carta (June 15, 1215)
- Art and architecture developed during the Renaissance in southern Europe
  - Ceiling of the Sistine Chapel, 1536–1541 (Michelangelo)
  - Pieta, 1498–1499 (Michelangelo)
  - Mona Lisa, c. 1503–1506 (Da Vinci)
  - David (Michelangelo)
  - The Birth of Venus (Sandro Botticelli)
  - Bacchus and Ariadne (Titian)
  - The School of Athens (Raphael)
  - Cathedral of Santa Maria del Fiore (FLorence, Italy)
  - St. Peter's Basilica (Vatican City)
- Art and architecture developed during the Northern Renaissance
  - Ghent Altarpiece (Hubert van Eyck and Jan van Eyck)
  - The Hunters in the Snow (Pieter Bruegel the Elder)
  - Self-Portrait at the Age of Twenty Eight (Albrecht Dürer)
  - The Moneylender and His Wife (Quentin Matsys)
    - Can be used to analyze how The Age of Exploration brought new wealth to Europe and helped create banks, which could regulate the growing economy.
- Excerpts from William Shakespeare, Thomas Moore, Machiavelli, Petrarch, and Geoffrey Chaucer
- Islamic art and architecture
- Painting, "Taking Of Constantinople (1204)" by Domenico Tintoretto

Secondary Sources:
- The Nystrom Outline Map Library
- Atlas
- Painting of Clovis by François-Louis Dejuinne
- Europe in the Middle Ages by E.D. Hursch Jr
- Painting, "Taking Of Constantinople (1204)" by Domenico Tintoretto
- The Middle Ages: http://www.history.com/topics/middle-ages
- Etruscan Sculpture Document Reading

Technology:
- Smartboard
- PowerPoint
- Student Chromebook
- WeVideo
- Google: Classroom & Slides
- Online Study Games: Kahoot, Quizlet, Quizizz, and Gimkit
- Educational YouTube videos
- Online video clips from the History Channel
- TED-Ed Videos
- FlipGrid

Seventh Grade Unit 7: Economics and Technology
Desired Results

Goals:

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased
6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).trade, enhanced technology innovation and impacted science, thought, and the arts.
6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various.
6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Understandings:	Essential Questions:
● Ancient Greece used technology and innovation to enhance agricultural/manufacturing output and commerce to expand military capabilities, to	● How did the Minoans use technology to enhance the quality of life for their people? ● How did Crete's geography impact their ability to trade and grow their economy?

- improve life in urban areas, and to allow for greater division of labor.
- While commercial and agricultural improvements created new wealth and opportunities for the Roman Empire, most people's daily lives remained unchanged.
- The provinces of the Eastern Roman Empire were significantly more developed, industrialized and wealthier than the provinces of the Western Empire.
- The emergence of the Feudal Middle Ages in Europe resulted from the decrease of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization following the fall of the western Roman Empire.
- The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment which led to political, economic, and cultural changes that had a lasting impact.

- Who influenced the Minoans through trade?
- How did the Greeks operate during the Bronze age?
- What caused the Bronze age to end in Ancient Greece?
- How did trade supplement the food supply in Athens?
- How did the slave trade impact the Athenian economy?
- Why would Sparta discourage trade?
- What were the reasons for Sparta refusing to use coin money?
- What was the relationship between Spartan citizens and helots?
- How did the Greeks utilize technology to win the Persian War?
- How did ancient Rome's use of technology and innovation to enhance agricultural/ manufacturing output and commerce to expand military capabilities improve life in urban areas, and allow for greater division of labor?
- How did religion, economic issues, and conflict shaped the values and decisions of ancient Rome?
- What were the motivations for ancient Romans to modify the environment?
- What factors allowed the Eastern Roman Empire to survive into the Middle Ages while the Western Empire collapsed?
- How did religion and economics shape medieval Europe's social hierarchy?
- Why did towns begin to grow in Medieval Europe?
- What were the advantages and disadvantages of living in a medieval city?
- How did maritime and overland trade routes impact urbanization, transportation, communication, and the development of international trade centers in medieval Europe?
- What were the driving factors of the crusades in terms of economics?
- How did the interrelationships among improved agricultural production, population growth, urbanization, and commercialization lead to the rise of powerful states and kingdoms in Europe?
- Why did Europeans seek a new route to Asia?
- How did the role of mercantilism stimulate European expansion through trade, conquest, and colonization?
- What extent did the various technologies derived from Europe's interactions with

	Islam and Asia provide the necessary tools for European expansion? ● Why did the people in the Arabian Peninsula (Bedouins) become nomads? ● How did Arab civilization contribute to math and science? ● What were the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts? ● What were the factors that led to the Reformation, and how did they impact European politics? ● How did innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, lay the foundation for the Renaissance? ● What was the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds? ● How did the printing press and other technologies impact the dissemination of ideas? ● How do past interactions of people, cultures, and the environment affect issues across time and cultures?

Students will know/learn...
- The contributions of the early Greeks (the Minoans) to city planning, water supply, and maritime trade.
- The impact of slavery on the Greek and Roman economies.
- The contributions of Rome to architecture, city building, water technologies, Christianity, art, government, and engineering.
- Maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers.
- The importance and enduring legacy of the major achievements of the Muslims living in Europe, Asia, and Africa over time. (Amistad)
- The role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- The principle ideas of the Enlightenment in Europe.
- The factors that led to the Reformation and the impact on European politics.
- The impact of the printing press and other technologies on the dissemination of ideas.

Students will be able to...
- Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- Assess how ancient Greece used technology and innovation to enhance agricultural/manufacturing output and commerce, expand military capabilities, improve life in urban areas, and allow for greater division of labor.
- Evaluate the importance and enduring legacy of the major achievements of ancient Greece and the Hellenistic Kingdoms.
- Understand the influence of Etruscan engineering on Ancient Roman engineering projects.
- Interpret the impact of expanding land and sea trade routes in the Mediterranean World.
- Interpret how the maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers.

- Describe how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. (Amistad)
- Analyze the motivations for Ancient Romans to modify the environment, the positive and negative consequences of environmental changes made during this time period, and how these changes relate to current environmental challenges.
- Evaluate the interrelationships among improved agricultural production, population growth, urbanization, and commercialization that led to the rise of the Roman Empire.
- Evaluate the extent to which various technologies (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- Describe the interrelationships among improved agricultural production, population growth, urbanization, and commercialization that led to the rise of powerful states and kingdoms in Europe.
- Infer the impact of maritime and overland trade routes on urbanization and transportation.
- Explain how the geographies and climates of Europe influenced its economic development and interaction or isolation with other societies.
- Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
- Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- Make informed decisions as socially and ethically responsible world citizens in the 21st century.

Learning Plan or Resources

Learning Activities:
- Reader's Theater
- Direct instruction using PowerPoint or Prezi
- Student centered instruction using learning stations
- Creation of timelines, flowcharts, and Venn Diagrams
- Video and song lyric analysis
- Quick response and short answer prompts
- Art and chart interpretation
- Analysis of Minoan Engineering Secondary Source Document
- Analysis of Etruscan Engineering Secondary Source Document
- Labeling a map of Europe (1600's) and surrounding areas in order to learn how the geographical advantages and disadvantages impacted its political, social, and economic systems
- History Alive! 100 Year's War activity to examine how military technology such as the longbow gave the English troops an advantage over France at the beginning of the war
- Use artwork, video, and primary sources to describe how the contributions of the Byzantine Empire and Islam influenced the development of the Renaissance in Europe

Interdisciplinary Connections

Science: MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Activity: Students will either construct a written response or use an artistic medium to determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

Mathematics: 7.GA. Draw, construct, and describe geometrical figures and describe the relationships between them. Activity: Students will work to plan out the construction of an Aqueduct by finding the slope of the aqueduct and then calculating the length by using the Pythagorean theory.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. Activity: Students create a presentation to determine the extent to which trade with Asia, the Reformation, and various technologies such as the printing press and the marine compass provided the necessary tools and motivations for European exploration and conquest.

9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. Activity: Students will examine an interactive map that shows how long it would take to travel from one place in the Roman Empire to another using a Roman Road network program. Students will envision careers that would be needed to make this transportation network happen and determine how much these careers would be in demand.

Computer Science and Design Thinking

Cire Idea: People use digital devices and tools to automate the collection, use, and transformation of data. Activity: Students will research and properly cite information collected regarding European exploration, colonization, settlement patterns, or the artistic styles of the Renaissance.

Assessment Evidence

Formative	Benchmark: Compare and Contrast the Economics of the Eastern and Western Roman Empires Writing Response
● Completion of graphic organizers ● Note-taking ● Teacher observations ● Whiteboard responses ● Classroom discussions ● Written responses ● Do Now activities ● Brainstorms ● Exit tickets ● Turn & Talk ● Quizzes ● Kahoot ● Quizlet ● Quizizz ● Comparison of Etruscan and Roman Engineering **Summative** ● Collaborative learning activities ● Presentations/Research project	**Alternative:** ● Construct a timeline using the online program "Timetoast" to explain the important events during the Renaissance, the Reformation, and the Age of Exploration. ● Create a travel brochure to either promote the Northern Renaissance, the Renaissance in Southern Europe or a specific place discovered or studied by a European Explorer. ● Develop a living history museum that celebrates all the medieval innovations of Muslims during the Golden Age.

Resources

Core Materials:
● History Alive! The World through 1750

Supplemental Materials:

- Studio C: 16th Century Med School History Channel Film: *Modern Marvels: Castles & Dungeons*
  - Florence and the Renaissance: Crash Course European History #2
  - TED-ED History vs. Henry VIII - Mark Robinson and Alex Gendler
  - National Geographic A Fun, Animated History of the Reformation and the Man Who Started It All | Short Film Showcase
  - The Age of Exploration: Crash Course European History #4
  - HISTORY OF IDEAS - The Renaissance
- Leveled bookroom

Primary Sources:
- Minoan Bronze Sculpture pictures
- Inventions of Leonardo da Vinci (drawings such as the flying machine, water lifting device, helicopter, diving suit, automobile)
- Drawings of the universe by Claudius Ptolemy (100 CE) and Nicolaus Copernicus (1500 CE).
- Excerpt from da Gama's journal
- Vasco da Gama, a Portuguese explorer sent by the Kings of Portugal to find a sea route to India.
- "England's Treasure by Forrain Trade," written in 1664 by Thomas Mun, an English economist and mercantilist, describes the positive effects of the Age of Exploration in Europe. Modern History Sourcebook
- DBQ: The European Age of Exploration

Secondary Sources:
- The Nystrom Outline Map Library
- Atlas
- Maps to study the impacts of the Age of Exploration from
- Interesting Engineering: Greek Fire
- Etruscan Engineering Document Reading
- Aqueduct diagrams
- Roman Road diagrams
- Nova Secrets of Lost Empires Medieval Siege
- Minoan Secondary Source Documents
  - History of Minoan Crete
- Netflix Documentary Series: *Secrets of Great British Castles*
- Engineering an Empire: Da Vinci's World (Documentary)

Technology:
- Smartboard
- PowerPoint
- Student Chromebook
- WeVideo
- Google: Classroom & Slides
- Online Study Games: Kahoot, Quizlet, Quizizz, and Gimkit
- Educational YouTube videos
- Online video clips from the History Channel
- TED-Ed Videos
- FlipGrid