

**World History - 7th Grade – Pacing Plan
CVUSD
2017-2018**

[Curriculum:
Sites of Encounter in the
Medieval World](#)

Essential Questions:

How did the interactions of people of different cultures lead to the exchange of ideas, products, and technologies?

End-of-year Goal: Short Essay (end-of-the-year assessment)

Theme and Content Focus (3-5)	Content Standard	Weeks (Appx.)	Inquiry Questions	Common Core Skills	Available Historical Investigation	Skills Roadmap
<p>The World in 300 CE</p> <ul style="list-style-type: none"> • Global interconnectedness • The transfer of people, ideas and products 		<p>2 weeks August 14th-25th</p>	<ol style="list-style-type: none"> 1. <i>How do we use maps to give us hints into the lives of ancient peoples?</i> 2. <i>How did the environment influence where people lived, and whom they traded and interacted with?</i> 3. <i>What kinds of products, ideas, and people were being exchanged? What trade routes were used for this movement?</i> 	<p>Using visuals- Using Maps</p> <p>Thinking like a historian SL: Think Pair Share or Elbow Partners</p>	<p>None <i>Suggestions:</i></p> <p><i>Maps of ancient trade routes in the Americas</i></p> <p><i>Maps of Re-opened Silk Road</i></p>	<p>Review of Ancient civilizations--Silk Road & Mayas and Incas</p> <p>Maps- Western & Eastern Hemispheres and who lived there-</p> <p>How did the environment influence the movement of people, ideas, and products?</p>

<p>Rome and Christendom, 300 CE-1200</p> <ul style="list-style-type: none"> • Roman Innovations • Sicily as a Site of Encounter • Empire Division • Fall of Rome • Trade & Spread of Christianity 	<p>7.1.1 7.1.2 7.1.3</p>	<p>3 weeks Aug. 28th- Sep.16th</p>	<ol style="list-style-type: none"> 1. <i>How was Rome a site of encounter?</i> 2. <i>How did the Roman Empire gain and maintain power over people and territories?</i> 3. <i>Did the Roman Empire fall?</i> 4. <i>How did Christianity spread through the empire and to other cultures?</i> 	<p>RH: Point of View Weighing Evidence Identifying Author's Argument W: Creating a Thesis SL: Working with others</p>	<p><i>Why did Rome fall?</i></p>	<p>DBQ poster make a claim after weighing evidence (Thesis construction)</p>
<p>Southwestern Asia: 330-1200; World of Islam</p> <ul style="list-style-type: none"> • Origins of Islam Connection with Judaism & Christianity. • Spread of Islam 	<p>7.2.2 7.2.4 7.2.5</p>	<p>3 weeks Sep. 19th- Oct.6th</p>	<ol style="list-style-type: none"> 1. <i>How did Islam spread to multiple cultures?</i> 2. <i>What were the multiple ways people of different cultures interacted at the sites of encounter such as Baghdad?</i> 	<p>RH: Point of View Evidence Compare Contrast W: Writing a claim. Using transitions SL: Elbow Partners</p>	<p><i>In Progress</i></p>	<p>Compare/ Contrast Chart Compare Similarities using sentence frames for short writing sample</p>

by military rule/ alliances/ trade routes <ul style="list-style-type: none"> Arabic products, ideas, and innovations 	7.2.6		<ol style="list-style-type: none"> How was Norman Sicily a site of encounter? How did the Muslim empires and institutions help different regions of AfroEurasia become more interconnected? 			
Spread of Hinduism and Buddhism	7.2.5 7.2.6 7.11.2	3 weeks Window: Oct. 9th- Oct.27th	<ol style="list-style-type: none"> How did Hinduism and Buddhism spread along trade routes? How did people of different regions adopt and or adapt these religions into their culture? How did the environment, cultural ideas, and technology change during the Gupta Empire? 	Using visuals and Maps to determine info RH: Point of View Evidence Inference W: Writing a claim. Weighing evidence Using transitions SL: Elbow Partners	None	Making connections using maps and documents Making inferences about the impact of religion Looking at religious art as a means of seeing lasting impact of trade of ideas
Benchmark #1 Window: October 9th – 27th						
			1. How did the Tang	Using visuals and	In Progress:	8 sentence

<p>China & Japan Rise and power of Tang and Song Dynasties</p> <ul style="list-style-type: none"> Tang and Song Dynasties- reunification, government structure, Confucianism Chinese innovations China's trade centers <p>Buddhism in China</p> <ul style="list-style-type: none"> Buddhism in Japan and Korea The rise of the Samurai and their power and influence on Japanese society 	<p>7.3.1 7.3.2 7.3.3 7.3.5 7.3.6 7.5.1 7.5.3 7.5.6</p>	<p>2 ½ weeks and 2 ½ weeks</p>	<p><i>and Song dynasties gain and maintain power?</i></p> <ol style="list-style-type: none"> <i>What was the relationship between China's innovations and its rise to power and economic wealth?</i> <i>The influence of Buddhism on Chinese society.</i> <i>Why was Quanzhou such an important site of encounter?</i> <i>What cultural impact did China have on Japan and Korea?</i> <i>How did the Samurai gain power in Japan and influence the government and society?</i> 	<p>Maps to determine info RH: Point of View Evidence Inference W: Writing a claim. Weighing evidence Using transitions SL: Elbow Partners</p>	<p>Why was Quanzhou a Site of Encounter?</p>	<p>paragraph: Which product or ideas along Silk Road was most influential?</p> <p>Analyzing documents and visuals</p> <p>Using evidence to support claim</p> <p>Writing for a purpose and audience</p> <p>Writing using structure and conventions of written language</p>
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<p>Americas: 300-1490</p> <ul style="list-style-type: none"> • Location of each empire and rise to power • Trade within region • Tenochtitlan-center of trade, innovations in architecture, farming, religious,, causeways 	<p>7.7.3 7.7.5 7.7.4</p>		<ol style="list-style-type: none"> 1. <i>How did the Mesoamerican and Andean cultures' innovations lead to their rise in power?</i> 2. <i>Why did the Mayas, Incas, and Aztecs rise to power?</i> 3. <i>How was Tenochtitlan a site of encounter?</i> 4. <i>How did innovations and trade create powerful Mesoamerican empires?</i> 	<p>Using visuals and Maps to determine info RH: Point of View Evidence Inference W: Writing a claim. Weighing evidence Using evidence to write SL: Elbow Partners Working in group</p>	<p><i>In Progress</i></p>	<ul style="list-style-type: none"> • Analyzing documents and visuals • Using evidence to support claim • Writing for a purpose & audience • Using technology • Students create a PPT or poster presentation to demonstrate the innovations, trade, or religious beliefs of Aztecs, Incas, or Mayas
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<p>West Africa: 300-1400</p> <ul style="list-style-type: none"> • Ghana, and Mali empires • Influence of trade center in West Africa • Mansa Musa • Timbuktu as a site of encounter and site of learning 	<p>7.4.1 7.4.3 7.4.4</p>	<p>2 ½-3 weeks</p>	<ol style="list-style-type: none"> 1. <i>How did West Africans adapt to their environment?</i> 2. <i>What was the relationship between trade and the rise to power of Ghana and Mali?</i> 3. <i>How was Timbuktu a site of encounter (Mali)?</i> 4. <i>How did Mansa Musa's trip to Mecca lead to cultural and economic changes?</i> 	<p>RH: Point of View Summation Evidence Compare Contrast Using visuals Credibility of an argument W: Writing a claim. Using evidence to support a claim SL: Engage in small group and whole class discussion</p>	<p><i>How did West Africans use their wealth to influence the world around them?</i></p>	<p>Use in conjunction with Benchmark to avoid doubling up on writing assignment.</p> <p>Mansa Musa: How did the wealth of Mansa Musa and the kingdom of Mali influence those who encountered it?</p>
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Benchmark #2
Window: February 6th – 17th

<p>Sites of encounter in medieval world:</p> <p>Mongols, Majorca, Calicut,</p> <ul style="list-style-type: none"> • Mongol Empire and expansion • How did this expansion lead to trade and exchange of ideas • Majorca and Calicut centers of trade and encounters • Competition between states leads to increased exploration; • Innovations which supported exploration 	<p>7.9.7</p> <p>7.3.4</p> <p>7.11.1</p> <p>7.11.2</p>	<p>3 weeks</p>	<ol style="list-style-type: none"> 1. <i>How did the Mongols come to power and increase the interconnection of Afroeurasia? (expansion of the empire through warfare and increased trade)</i> 2. <i>What were the effects of the exchanges at Majorca and Calicut?</i> 3. <i>How did the interactions and resulting trade, exchange of ideas, competition, and warfare lead to voyages of exploration?</i> 	<p>RH: Point of View Summation Evidence Compare Contrast Use visuals and images Credibility of claims Author's purpose</p> <p>Writing: Writing a claim. Using evidence to support a claim Pay attention to purpose and audience Paying attention to purpose & audience Using transitions Narrative (Letter) Structure of a letter</p> <p>SL: Small group and whole class Discussions</p>	<p><i>Reference the History Blueprint: "Sites of Encounter"</i></p> <p><i>"Majorca and Calicut"</i></p> <p><i>"Impact of innovations"</i></p>	<p>Analyzing documents and visuals Using evidence to support claim Writing for a purpose and audience Writing using structure and conventions of written language How did trade encourage communication and sharing by peoples of different cultures?</p> <p><i>(May want to borrow from Mali, Baghdad, Majorca, Sicily, Quanzou, and examine the changes in cooperation due to warfare, religious ideology, and competition)</i></p>
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<p>Global Convergence Exploration</p> <ul style="list-style-type: none"> • Exploration • Tenochtitlan • Impact of defeat of Aztec Empire • Motives for colonization & exploration • Different views of slavery and/ or indentured servitude • Gunpowder changes warfare and tips balance of power 	<p>7.8.3 7.11.1 7.11.2 7.11.3</p>	<p>3 weeks</p>	<ol style="list-style-type: none"> 1. <i>How did increased exploration have an impact on the trade and environment?</i> 2. <i>Why did the Europeans desire colonies?</i> 3. <i>What were the effects on the Native peoples and Europeans?</i> 4. <i>What were the effects of Spanish colonization of Tenochtitlan in 16th-18th centuries?</i> 5. <i>Has slavery always been based on race?</i> 6. <i>How did gunpowder help the following empires gain and keep power (Spain, France, England, Safavid, Ottomans & Russian)?</i> 	<p>RH : Point of View Summation Evidence Compare Contrast W: Writing a claim. Using evidence to support a claim Structure of an argument Using transitions SL: Engage in small group and whole class discussion</p>	<p><i>Should explorers be celebrated?</i></p>	<p>Analyzing documents</p> <p>Taking a position for an argument</p> <p>Using evidence to support</p> <p>Writing for a purpose and audience</p> <p>Writing using structure and conventions of written language</p>
<p>Impact of Ideas, 1500-1750</p>	<p>Standards for world</p>	<p>4 weeks</p>	<ol style="list-style-type: none"> 1. <i>How did the Reformation lead</i> 	<p>RH: Point of View Summation</p>	<p><i>Da Vinci- Recommend</i></p>	<p>Analyzing documents</p>

<ul style="list-style-type: none"> • Division of peoples and states as a result of Reformation • Effects of Renaissance • Effects of Scientific Revolution • Enlightenment's new ideas: social contract and new ideas about politics & government, rights of man 	<p>religions</p> <p>7.8.1 7.8.4 7.8.5 7.9.1 7.9.2 7.9.3 7.9.4 7.9.5 7.10.1 7.10.2 7.10.3 7.11.4 7.11.5 7.11.6</p>	<p><i>Due to testing at some Schools these units will be interrupted and have to be picked up later.</i></p>	<p><i>to the division of the Catholic Church?</i></p> <ol style="list-style-type: none"> 2. <i>How did world religions change and spread during 1500-1700's?</i> 3. <i>What are effects of the Renaissance and the Scientific Revolution?</i> 4. <i>Why were the ideas of the Enlightenment considered revolutionary?</i> 	<p>Evidence Compare Contrast Use visuals and images Writing: Writing a claim. Using evidence to support a claim Structure of an argument Paying attention to purpose & audience Using transitions Narrative (Letter) Structure of a letter SL: Small group and whole class Discussions</p>	<p><i>ation to Medici Family</i></p> <p><i>Advice Letter to Martin Luther</i></p>	<p>Using evidence to support</p> <p>Taking a position for argument</p> <p>Writing a advice letter, paying attention to letter format and structure</p> <p>Paying attention to purpose of writing and audience</p> <p>Using visuals to determine information and author's point of view</p>
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