

7th Grade World History | Quarter 4

Theme, Enduring Understandings, & Essential Questions for this Unit	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies/Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for the Unit
<p>History</p> <p>8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.</p> <p>9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</p> <p>10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.</p> <p>11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) between previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>GEOGRAPHY</p> <p>12. Maps and other geographic representations can be used to trace the development of human settlement from past to present.</p> <p>13. Geographic factors promote or impede the movement of people, products and ideas.</p>	<p>Summative assessment: West African kingdoms and their contributions.</p> <p>Formative assessment: Written response: visit of Mansa Musa through my eyes</p> <p>Project: Persuasive advertisement for buying gold or salt</p> <p>Performance Assessment: Silent bartering for gold or salt.</p> <p>Summative Assessment: Written research: How did trade help spread religion though-out the Silk Road? Performance Assessment: Glogster-slavery impact</p>	<p>CONTENT STANDARDS</p> <p>OH- Ohio Academic Content Standards (now the Ohio Model Curriculum) (2011)</p> <p>Subject: Social Studies</p> <p>Grade: Pre-Kindergarten Through Grade Eight</p> <p>Course /Grade with Theme: Grade 7. World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age. The seventh grade year is an integrated study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.</p> <p>Strand: History</p> <p>Topic: First Global Age</p> <p>Content Statement: 8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.</p> <p>Content Statement: 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.</p> <p>Content Statement: 10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.</p>	<p>Students will explore West Africa and its geography using Google Earth and Google Maps.</p> <p>Use maps to trace the development of trade and transportation networks (Silk Road) between Greece and China, India, Egypt, West Africa and Rome.</p> <p>Students create a written record (e.g., diary, news article, drawing, mural) on a historic event such as the visit of Mansa Musa to Egypt) as if the student was alive during the time period.</p> <p>Partner Project: Students create an advertisements for gold or salt from the perspective of people living at that time. Students will try to persuade their classmates that their gold or salt is the best to barter for.</p> <p>Students will silently barter for goods such as gold or salt in the style of West African trading kingdoms.</p>	<p>The Early Ages with supplemental materials and binder</p> <p>Internet: Google Earth Glogster Quia Moodle Googledocs Powermediaplus</p> <p>Computer folder: West Africa, Explorers (Video clips, Powerpoints)</p> <p>http://www.lib.utexas.edu/maps/index.html</p> <p>http://www.nationalgeographic.com/expeditions/lesson/17/g68/history.html</p> <p>http://asiasociety.org/countries</p> <p>http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml</p> <p>http://edsitement.neh.gov/lesson-plan/</p> <p>http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907184c805313f9</p>

<p>14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.</p> <p>15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p> <p>GOVERNMENT</p> <p>16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p>ECONOMICS</p> <p>19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p>21. The growth of cities and empires fostered the growth of markets. Market</p>	<p>Summative Assessment: Effects of European trading and colonization on the world</p> <p>Formative Assessment: Conquistadors and their impact</p> <p>Formative Assessment: Group Project: Columbian Exchange</p> <p>Final Assessment over all content</p>	<p>Content Statement: 11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>Strand: Geography</p> <p>Topic: Spatial Thinking Skills</p> <p>Content Statement: 12. Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>Strand: Government</p> <p>Topic: Civic Participation and Skills</p> <p>Content Statement: 16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p> <p>Topic: Roles and Systems of Government</p> <p>Content Statement: 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p>	<p>Online research project: How did trade help spread religions throughout the Silk Road?</p> <p>Video clips and PowerPoints will give visual representation for students of concepts learned this month.</p> <p>Glogster: Slavery impact Glog</p> <p>Students may put in pictures, quotes, video clips, Powerpoints, music, etc. to show their views and personal impact statement on slavery.</p> <p>Students create a newspaper with articles on the Kingdom of Ghana and trans-Saharan slavery.</p> <p>Video clips and Powerpoints will give visual representation for students of concepts learned this month.</p> <p>Students will analyze the different perspectives of historical events by examining diaries, letters, art, editorial cartoons and photographs. Students will look at the perspective from a slave that was captured through war or sold through debt.</p> <p>Graphic organizer: Cause and Effect; European exploration-What was the effect?</p>	<p>0907184c805313f9</p> <p>http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897</p> <p>Computer folder: West Africa, Explorers (Video clips, Powerpoints)</p> <p>http://www.pbs.org/teachers/connect/resources/1642/preview/</p> <p>http://www.worldtrek.org/odyssey/teachers/malilessons.html</p> <p>http://www.pbs/opb/conquistadors/teachers/teachers.htm</p> <p>http://www.harpercollege.edu/mhealy/g101ilec/ssa/afh/afcol/afcolfr.htm</p> <p>http://daphne.palomar.edu/scroust/colexc.htm</p> <p>Internet: Google Earth Glogster Quia Moodle Googledocs Powermediaplus</p>
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exchanges encouraged specialization and the transition from barter to monetary economies.			<p>Online research: Who were the conquistadors and where were they from? How did they impact the New World?</p> <p>Group Project: Columbian Exchange- Assign each group a different part of the world affected by the Columbian Exchange; Using the Internet, books, magazines, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.</p>	
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