

<b>Fall of the Roman Empire</b>		<b>%</b>	<b># of items</b>	
		<b>18%</b>	<b>7-11 split with Middle Ages in Western Europe</b>	
<b>Duration: (Finish by Horse Show Break) Weeks 1-4</b>				
<b>Standards</b>	<b>Guiding Questions</b>	<b>Vocabulary</b>	<b>Activities/Assessments</b>	<b>Instructional Resources</b>
7.1 Analyze the legacy of the Roman Empire.	Who were the mythical brothers that founded the city of Rome?	aqueduct barter inflation mosaic	Provide Students with a blank map of Europe. Instruct them to locate the Roman civilization. Also locate all landforms that are associated with it. They are to label them and color them the appropriate colors. Make a map key explaining the colors and symbols. They are to define all landforms on the map.	<p><b>Online Lessons</b>  <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b>  <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b>  <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Flocabulary</b>  <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Brainpop</b>  <a href="https://www.brainpop.com/socialstudies/worldhistory/paxromana/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/paxromana/preview.weml</a>   <a href="https://www.brainpop.com/socialstudies/worldhistory/falloftheromanempire/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/falloftheromanempire/preview.weml</a></p> <p><b>Los Angeles Worksheets</b>  <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>10 Innovations of Rome</b></p>
7.2 Summarize the consequences of the fall of the Roman Empire, including the continuation of the Eastern Roman Empire as the Byzantine Empire and Justinian and the significance of Constantinople.	What major historical time period is Rome associated with?	Pax Romana reform regent saint	Have students create bubble maps about Rome's significant people. Ensure they give important characteristics.	
	What is the geography of Rome?	Aegean Sea Augustus Black Sea Constantine	Students will complete a word sort of the Fall of the Roman Empire vocabulary using definitions to find the words.	
	What major landforms are associated with Rome?	Constantinople Diocletian Justinian Odacer Atilla	Make a timeline of events that caused the decline and fall of the Roman Empire.	
	How was the Roman Empire formed?	Corruption Theodora	Students will answer discussion questions from Eusebius of Caesarea, "Ecclesiastical History," that describes Constantine. <a href="http://legacy.fordham.edu/halsall/basis/vita-constantine.asp">http://legacy.fordham.edu/halsall/basis/vita-constantine.asp</a> Chapter III-VI, and XVII	
	What people influenced the culture and existence of the Roman civilization?	Byzantine Empire Ottoman Empire Feudalism Middle Ages Kingdoms	Pair students together. Give them clues of trends, importance and requirements for trade during this time period. Have them interpret their maps and write a paragraph providing logical answers to explain how they would trade with others during this time period. Have them share their ideas with the class.	
	What was Rome's religion during the time of the empire?		Using the theme of 'Back to the Future', students will write a story in which they go back in time to see the events of the Fall of the Roman Empire. Included in their writing:	
	What were the social roles and lifestyles for men, women in Rome's city states?		<ol style="list-style-type: none"> <li>1. Great accomplishments of Rome</li> <li>2. Inventions of Rome</li> <li>3. Events that led to decline.</li> <li>4. The Fall of the Western Empire in 476.</li> <li>5. The Fall of the Eastern Empire in 1453.</li> </ol>	
	What was Rome's art and literature like and who were some of its famous writers?			
	What are some important architectural examples of			

	<p>Rome and how did it influence our architecture today?</p> <p>What were some of Rome's important Inventions? (i.e. Roads systems, Aqueducts, currency and etc.)</p> <p>What are some of the important achievements and contributions of the Roman Empire in history?</p> <p>What were the different ways to get citizenship in Rome?</p> <p>What government systems were established in Rome and what were their characteristics?</p> <p>What were some weaknesses of the Roman Empire?</p> <p>What decisions, circumstances, or events caused the decline and fall of the Roman Empire?</p> <p>How did Europe change after the fall of the Roman Empire?</p>		<p>Students will do an inquiry lesson over the Visigoths, Huns, and Vandals: Draw three columns on your paper or any graphic organizer and list defining characteristics about the description of each of these groups. Then describe how each of these groups contributed the decline and fall of the Roman Empire.</p> <ul style="list-style-type: none"> <li>- <a href="http://history-world.org/germanic_tribes.htm">http://history-world.org/germanic_tribes.htm</a></li> <li>- <a href="http://www.eduplace.com/kids/socsci/ca/books/bkf3/imas/AC_15_503_invasions/AC_15_503_invasions.html">http://www.eduplace.com/kids/socsci/ca/books/bkf3/imas/AC_15_503_invasions/AC_15_503_invasions.html</a></li> </ul> <p>Students will watch an example of a professional interview. They will then be asked to perform their own mock interview:</p> <ul style="list-style-type: none"> <li>- Create 5 standard based questions you would ask a Roman citizen during the decline and fall of the Roman Empire.</li> <li>- Knowing what you know about the fall of one of the greatest empires of all time, answer these questions in a way that reveals what events led to the fall.</li> </ul> <p style="text-align: center;"><b><u>Writing Practice (7.1 and 7.2)</u></b></p> <p>Use the website  <a href="http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/2.1/">http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/2.1/</a> ,  <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/2.2/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/2.2/</a> , and  <a href="https://mrgrayhistory.wikispaces.com/UNIT+1+--+ANCIENT+ROME">https://mrgrayhistory.wikispaces.com/UNIT+1+--+ANCIENT+ROME</a>  to create an informative text about the following subjects.</p> <ol style="list-style-type: none"> <li>1. <i>Reasons for the decline and fall of the Roman Empire.</i></li> <li>2. <i>The Legacy (things left behind) of the Roman Empire.</i></li> <li>3. <i>How did Europe change after Rome fell?</i></li> </ol> <p>Using these documents create a writing prompt for students on the following subjects. Examples below:</p> <ol style="list-style-type: none"> <li>1. Explain the events and circumstances that led to the decline and fall of the Roman Empire.</li> <li>- Be sure to include the breaking down of moral values, loyalty to the country, corrupt leaders, and invasion.</li> <li>- How did Diocletian and Constantine contribute to the fall?</li> </ol>	<p><a href="http://www.history.com/news/history-lists/10-innovations-that-built-ancient-rome">http://www.history.com/news/history-lists/10-innovations-that-built-ancient-rome</a></p> <p><b>Weakness of Rome</b>  <a href="http://rome.mrdonn.org/barbarians.html">http://rome.mrdonn.org/barbarians.html</a></p> <p><b>Slideshare PowerPoint</b>  <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b>  <a href="https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES</a></p> <p><b>History Maps</b>  <a href="http://www.timemaps.com/">http://www.timemaps.com/</a></p> <p><b>Best of History</b>  <a href="http://www.besthistorysites.net/">http://www.besthistorysites.net/</a></p> <p><b>Eyewitness of History</b>  <a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a></p> <p><b>Kids Past</b>  <a href="http://www.kidspast.com/world-history/0302-john-calvin.php">http://www.kidspast.com/world-history/0302-john-calvin.php</a></p>
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**2. Describe the lasting impact of the Roman Empire on the rest of the world.**

- Be sure to include the major innovations that Rome contributed to modern religion, government, language, and a technology.

**3. Explain how eastern and western Europe changed after the Fall of Rome.**

- Be sure to include the lack of unity present in Europe after the fall.

- Discuss the new system of land and loyalty in the West.

- How did the eastern empire change?

Islamic World		%	# of items	
		38%	17-21 split among Africa, China, Japan	
Duration: Weeks 5-6				
Standards	Guiding Questions	Vocabulary	Activities/Assessments	Instructional Resources
7.3 Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, including Northern Africa, Mediterranean Sea, Black Sea, Caspian Sea, Tigris and Euphrates Rivers, Nile River. (G)	What are the climate features of the Middle East? (Arabia, Persia, and Northern India)	Arabian Peninsula Middle East Mediterranean Sea Black Sea Caspian Sea	Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.	<b>Online Lessons</b> <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a>
7.4 Describe the expansion of Muslim rule through conquests and the spread of cultural diffusion of Islam and the Arabic language. (C, E, G, H)	What are the physical features of the Middle East? (Arabia, Persia, and Northern India)	Tigris & Euphrates Rivers Nile River Northern Africa Oasis Nomads Caravan Muhammad	Students will create a timeline of major events that caused the spread of Islam.	<b>History Channel</b> <a href="http://www.history.com/">http://www.history.com/</a>
7.5 Trace the origins of Islam and the life and teachings of Muhammad, including Islam's historical connections to Judaism and Christianity. (C,H)	Where, when, and why did the Islamic religion begin?	Muslim Islam Pilgrimage Mosque Jihad Sunnah 5 Pillars Abu Bakr Caliph Janissaries Mehmed II Suleyman I	Students will complete a word sort of the Islam vocabulary using definitions to find the words.	<b>Schooltube</b> <a href="http://www.schooltube.com/">http://www.schooltube.com/</a>
7.6 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law and their influence in Muslims' daily life. (C, H, P)	Who was Muhammad?	Muslim Islam Pilgrimage Mosque Jihad Sunnah 5 Pillars Abu Bakr Caliph Janissaries Mehmed II Suleyman I	<a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVktVzFn-">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVktVzFn-</a> (Create Muhammad Facebook Profile using fake Facebook Profile)	<b>Brainpop</b> <a href="https://www.brainpop.com/socialstudies/worldhistory/ottomanempire/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/ottomanempire/preview.weml</a>
7.7 Analyze the origins and impact of different sects	How did Muhammad start the religion of Islam?	Shia Sunni Caliphate Minaret Quran Akbar Baghdad Bedoin Damascus Delhi Indonesia Kaaba Madinah (Medina)	On the profile will be accomplishments, description of Muhammad, and how he started the fastest growing religion in the world.	<b>Flocabulary</b> <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a>
	What did Islam, Christianity, and Judaism have in common?	Shia Sunni Caliphate Minaret Quran Akbar Baghdad Bedoin Damascus Delhi Indonesia Kaaba Madinah (Medina)	Create a chart comparing the religions of Judaism, Christianity, and Islam.	<b>Los Angeles Worksheets</b> <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a>
	What are the 5 pillars of Islam?	Shia Sunni Caliphate Minaret Quran Akbar Baghdad Bedoin Damascus Delhi Indonesia Kaaba Madinah (Medina)	Students will complete discussion questions over excerpts from The Hadith, Muhammad. <a href="http://www.religioustolerance.org/isl_hadiq.htm">http://www.religioustolerance.org/isl_hadiq.htm</a>	<b>Slideshare PowerPoint</b> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a>
	What are the 2 sects of Islam?	Shia Sunni Caliphate Minaret Quran Akbar Baghdad Bedoin Damascus Delhi Indonesia Kaaba Madinah (Medina)	Using the theme of 'Back to the Future', students will write a story in which they go back in time to see the events of the Rise and spread of Islam:	<b>Book Online</b> <a href="https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES</a>
	How did Islam spread so quickly across the Middle East and Northern Africa?	Shia Sunni Caliphate Minaret Quran Akbar Baghdad Bedoin Damascus Delhi Indonesia Kaaba Madinah (Medina)	1. Muhammad revelation and teachings. 2. Expansion and Spread. 3. The Ottoman Empire.	
	How did trade influence the spread of Islam?	Shia Sunni Caliphate Minaret Quran Akbar Baghdad Bedoin Damascus Delhi Indonesia Kaaba Madinah (Medina)		

within Islam, Sunnis and Shi'ites. (C, H)

7.8 Examine and summarize the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. (C, G, H)

7.9 Describe the establishment of trade routes among Asia, Africa, and Europe and the role of merchants in Arab society. (E, G, H)

7.10 Gather relevant information from multiple print and digital sources to examine the art and architecture, including the Taj Mahal during the Mughal period. (C, H)

7.11 Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (H, P)

7.12 Write an explanatory text to describe the Shah Abbas and how his policies of cultural blending led to the Golden Age and the rise of the Safavid Empire. (C, H, P)

Who were some of the great leaders of Islam?

What are some ways that Muslim scholars have influenced the world?

Makkah (Mecca)  
Timbuktu  
Umayyad  
almsgiving  
prophet  
monotheism  
Shari'ah  
Astrolab  
Sheikh  
Bazaar  
Confirm  
Isolation  
Sultan

Students will watch an example of a professional interview. They will then be asked to perform their own mock interview:

- Create 5 standard based questions you would ask Muhammad.
- Knowing what you know about this historical figure, give a response to help people better understand what Islam is and how it spread so quickly in the 600s.

Create a foldable with each of the great accomplishments of the Islamic Empires.

### **Writing Practice (7.12)**

Use the website

<http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History:-the-Fall-of-Rome-to-the-Age-of-Exploration/section/3.11/> and <https://mrgrayhistory.wikispaces.com/UNIT+2+-+ISLAM> to create an informative text about the following subjects.

1. *How did Shah Abbas's political policies lead to the Golden Age and the Rise of the Safavid Empire?*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Explain the political and cultural policies that led to the Golden Age of the Safavid Empire.  
- Be sure to include the influence of Shah Abbas.

### **History Maps**

<http://www.timemaps.com/>

### **Best of History**

<http://www.besthistorysites.net/>

### **Eyewitness of History**

<http://www.eyewitnesstohistory.com/>

**Primary Documents  
and Supporting Texts  
to Consider:** excerpts  
from *The Hadith*,  
Muhammad; excerpts  
from *The Book of  
Golden Meadows*,  
Masoudi

<b>Africa: 400 A.D.-1500</b>		<b>%</b>	<b># of items</b>	
		38%	17-21 split among Islam, China, Japan	
Duration: Weeks 7-8				
<b>Standards</b>	<b>Guiding Questions</b>	<b>Vocabulary</b>	<b>Activities/Assessments</b>	<b>Instructional Resources</b>
<p>7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).</p> <p>7.14 Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)</p> <p>7.15 Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)</p> <p>7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)</p>	<p>What are the main physical features found in Africa?</p> <p>What are the climate features of Africa?</p> <p>How did the spread of Islam impact Africa?</p> <p>What are some influential societies in West Africa?</p> <p>Trace the early development of societies in West Africa and the rise, accomplishments, and decline of early West African empires.</p> <p>How did the spread of Islam impact Africa?</p> <p>How did people obtain resources through barter?</p> <p>What civilizations arose in medieval Africa?</p> <p>What were West Africa's main products of trade?</p> <p>How did kingdoms and empires develop in West Africa?</p> <p>What were the major trade routes of this region?</p>	<p>Savannah</p> <p>Sahel</p> <p>Sub Saharan</p> <p>Rain Forest</p> <p>Plateau</p> <p>The Great Rift Valley</p> <p>Sahara Desert</p> <p>Caravan</p> <p>Niger River</p> <p>Nile River</p> <p>Congo River</p> <p>Extended Families</p> <p>Matrilineal</p> <p>Oral History</p> <p>Spirituals</p> <p>Silent Barter</p> <p>Merchant</p> <p>Trade Routes</p> <p>Ghana</p> <p>Gold</p> <p>Salt</p> <p>Mali</p> <p>Griots</p> <p>Sundiata</p> <p>Timbuktu</p> <p>Mansa Musa</p> <p>Islam</p> <p>Songhai</p> <p>Askia the Great</p> <p>Sunni Ali</p> <p>Kush</p> <p>Axum</p>	<p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events that caused the spread of Africa.</p> <p>Students will complete a word sort of the Africa vocabulary using definitions to find the words.</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVktVzF-n-">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVktVzF-n-</a> (Create Mansa Musa Facebook Profile using fake Facebook Profile)</p> <p>On the profile will be accomplishments, description of Mansa Musa, and how he helped spread Islam in Northern Africa.</p> <p>Make a physical and climate map of Africa. Map trade routes of early civilizations.</p> <p>Students will complete discussion questions over the excerpt from Sundiata: An Epic of Old Mali. <a href="http://www.africanafican.com/folder13/african%20and%20african%20american%20history3/Sundiata%20of%20Mali/Excerpts+from+Sundiata_+An+Epic+of+Old+Mali%281235%29.pdf">http://www.africanafican.com/folder13/african%20and%20african%20american%20history3/Sundiata%20of%20Mali/Excerpts+from+Sundiata_+An+Epic+of+Old+Mali%281235%29.pdf</a></p> <p>Students will complete a chart comparing religious practices in Africa before and after contact with Christianity and Islam.</p>	<p><b>Online Lessons</b> <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uqxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uqxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b> <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b> <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Flocabulary</b> <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Los Angeles Worksheets</b> <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>Collapse of Civilization</b> <a href="http://www.learner.org/interactives/collapse/">http://www.learner.org/interactives/collapse/</a></p> <p><b>Slideshare PowerPoint</b> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b> <a href="https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES</a></p>

7.17 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)

7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)

**Primary Documents and Supporting Texts**

**To read:**

Excerpts from *Sundiata: An Epic of Old Mali*

How did the kingdom of Ghana become very wealthy?

How did Ghana and Mali become powerful?

What are some ways that Islam influenced West Africa?

**Writing Practice (7.16)**

Use the website

<http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/4.5/> and <https://mrgrayhistory.wikispaces.com/UNIT+5+-+WEST+AFRICA> to create an informative text about the following subjects.

1. *The Roles of men and women within extended families in early Africa.*
2. *The impact of trade in creating large cities and empires in West Africa.*
3. *The role of regional commerce (trade within the region) in shaping West Africa?*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Describe the influence of labor specialization in early African extended families.  
- Be sure to discuss the roles of men and women in early families.
2. Describe how regional commerce contributed to the rise of the great trade empires of Ghana, Mali, and the Songhai.  
- Be sure to include the famous trade cities, trade routes, geographic features, and important trade items of the area.

**History Maps**

<http://www.timemaps.com/>

**Best of History**

<http://www.besthistorysites.net/>

**Eyewitness of History**

<http://www.eyewitnesstohistory.com/>

China 400 A.D. 1500 A.D.		%	# of items	
		38%	17-21 split among Africa, Islam, Japan	
Duration: Weeks 9-10				
Standards	Guiding Questions	Vocabulary	Activities/Assessments	Instructional Resources
<p><b>400A.D-1500</b> <i>Students analyze the geographic, political, economic, social, and religious structures of the civilizations.</i></p> <p>7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert. (G)</p> <p>7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. (C, G, H, P)</p> <p>7.21 Analyze the role of kinship and Confucianism in maintaining order and hierarchy. (C, H, P)</p> <p>7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties. (C, E, H)</p>	<p>What are the major physical features of China and how did they affect the people of China?</p> <p>What was the way of life of people in medieval China?</p> <p>What was the period of Disunion?</p> <p>What were the dynasties of medieval China? (Sui, Tang, Song, Yuan, Ming)</p> <p>What inventions originated in China?</p> <p>How have Chinese inventions impacted the history of the world?</p> <p>Who was Genghis Khan?</p> <p>How did the Mongolians affect trade?</p> <p>Who did Mongol emperors choose to help them rule?</p> <p>Who got most government jobs during the Tang Dynasty?</p>	<p>Yangtze River Yellow River Himalayas Plateau of Tibet Gobi Desert Great Wall Grand Canal Sui Dynasty Beijing Chang'an Tang Dynasty Taizong Empress Wu Silk Road Song Dynasty Hangzhou Han Dynasty Period of Disunion Buddhism Confucianism Monasteries Korea Japan Neo Confucianism Daoist Civil Service Exam Scholar Official Bureaucracy Silk Porcelain Woodblock Printing Movable Type Gunpowder Mongol Genghis Khan Kublai Khan Yuan Dynasty</p>	<p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events that helped shape modern China.</p> <p>Students will complete a word sort of the China vocabulary using definitions to find the words.</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVKTvzF-n-">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVKTvzF-n-</a> (Create Genghis Khan Facebook Profile using fake Facebook Profile)</p> <p>On the profile will be accomplishments, description of Genghis Khan, and how he helped build one of the largest empires in world history.</p> <p>Students will complete physical and climatic map of China to learn the geographic features of China.</p> <p>Students will complete discussion questions over excerpts from The Analects, Confucius. <a href="http://www.goodreads.com/work/quotes/3320969---lunyu">http://www.goodreads.com/work/quotes/3320969---lunyu</a></p> <p>Pick 10 quotes to hang around the room. Have students walk around the room in a gallery and pick their 3 favorites. Students will then share what those quotes mean to them.</p>	<p><b>Online Lessons</b> <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b> <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b> <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Flocabulary</b> <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Brainpop</b> <a href="https://www.brainpop.com/socialstudies/worldhistory/silkroad/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/silkroad/preview.weml</a></p> <p><b>Los Angeles Worksheets</b> <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>Geography of China</b> <a href="http://china.mrdonn.org/geography.html">http://china.mrdonn.org/geography.html</a></p> <p><b>Slideshare PowerPoint</b> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b></p>

7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder. (C, E, G, H)

7.24 Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan. (G, H, P)

7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism). (C, H, P)

7.26 Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall, isolationism, and sea voyages. (C, E, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Analects*, Confucius

How did the Song Dynasty use civil service exams to influence their government structure?

What was neo-Confucianism?

What are some of the great building projects of Chinese dynasties?

Marco Polo  
Ming Dynasty  
Zhu Yuanzhang  
Zheng He  
Forbidden City  
Ren  
Li

Using the theme of 'Back to the Future', students will write a story in which they go back in time to see the events of Chinese History. Included in their writing:

1. Great accomplishments of Rome
2. Inventions of Rome
3. Events that led to decline.
4. The Fall of the Western Empire in 476.
5. The Fall of the Eastern Empire in 1453.

Students will receive informational texts and answer the following questions about the Ming Dynasty:

1. What building projects contributed to the growth of modern China during the Ming Dynasty?
2. What is isolationism and how does it apply to the Ming Dynasty?
3. What was important about Ming Dynasty sea voyages?

Student will complete a foldable of the famous inventions of China with each dynasty listed that created it.

**Writing Practice (7.26)**

Use the website <http://www.ck12.org/user:a2FyZW4ubGF3c29uQHRjc2VkdS5uZXQ./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/5.9/> and <https://mrgrayhistory.wikispaces.com/UNIT+3+-+CHINA> to create an informative text about the following subjects.

1. *The famous building projects of the Ming Dynasty: The Forbidden City and rebuilding of the Great Wall.*
2. *The sea voyages of Zheng He.*
3. *The principle of isolationism from the 1400's to 1600's in China.*

<https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES>

**History Maps**  
<http://www.timemaps.com/>

**Best of History**  
<http://www.besthistorysites.net/>

**Eyewitness of History**  
<http://www.eyewitnesstohistory.com/>

Using these documents create a writing prompt for students on the following subjects. Examples below:

**1.** Describe the famous building projects of Ming Dynasty China.

- Be sure to include the cultural and political impact of the Forbidden City on society in China.
- Explain the importance of the Great Wall to dynasties in China.

**2.** How did the sea voyages of Zheng He contribute to cultural diffusion and trade advancements in Ming Dynasty China?

- Be sure to include details about his voyages.

**3.** Describe the implementation of 'Isolationism' in Ming Dynasty China during the mid-1400's.

- How did it change society in China?
- What long term negatives developed for the country due to isolationism?

Japan: 400 A.D.-1500		%	# of items	
		38%	17-21 split among Africa, China, Islam	
		Duration: Weeks 11-12		
Standards	Guiding Questions	Vocabulary	Activities/Assessments	Instructional Resources
<p>7.27 Compare the major features of Shinto, Japan's indigenous religion, and Japanese Buddhism. (C, H)</p> <p>7.28 Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (C, G, H)</p> <p>7.29 Trace the emergence of the Japanese nation during the Nara, 710-794, and the Heian periods, 794-1180. (H, P)</p> <p>7.30 Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as <i>The Tale of Genji</i>, one of the</p>	<p>How has Japan's geography affected its history?</p> <p>What is feudalism?</p> <p>What are the major differences between Shinto and Zen Buddhist religions?</p> <p>What influence did China and the Korean Peninsula have upon the Japanese?</p> <p>What comparisons are seen between the Nara period (710-794) and the Heian period (794-1100) in Japan.</p> <p>How did the Heian aristocracy create enduring Japanese cultural perspectives?</p> <p>What was the role of the shogun and the samurai in the militarized society of Japan in the 12th c.?</p> <p>What roles did shoguns, daimyos, and samurai serve in Japan?</p> <p>What samurai values and traditions still influence Japan today?</p> <p>What was Bushido?</p>	<p>Heian</p> <p>Hokkaido</p> <p>Kyoto</p> <p>Shikoku</p> <p>Honshu</p> <p>Kyushu</p> <p>Jimmu</p> <p>Lady Murasaki Shikibu</p> <p>Prince Shotoku</p> <p>Nara</p> <p>Shinto</p> <p>Zen Buddhism</p> <p>shogun</p> <p>imperial</p> <p>Bushido</p> <p>Clans</p> <p>Regent</p> <p>Zen</p> <p>Daimyo</p> <p>Samurai</p> <p>Figurehead</p> <p>Shogun</p> <p>Kamikaze</p> <p>Haiku</p>	<p>Students will write a Haiku poem about nature.</p> <p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events that helped shape modern Japan.</p> <p>Students will complete a word sort of the Japan vocabulary using definitions to find the words.</p> <p>Create a Venn diagram comparing Middle Ages Feudalism to Japanese Feudalism.</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJvzF-n">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJvzF-n</a> (Create Samurai Facebook Profile using fake Facebook Profile) On the profile will be the training and cultural profile of Samurai soldiers in historical Japan.</p> <p>Students will complete physical and climatic map of China.</p> <p>Students will complete discussion questions over excerpts from <i>The Tale of Genji</i>, Lady Murasaki Shikibu. Text Book page 452 - 453</p> <p>Students will participate in debate of who would win, Knights vs. Samurai <a href="http://www.samurai-archives.com/svk.html">http://www.samurai-archives.com/svk.html</a></p>	<p><b>Online Lessons</b> <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b> <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b> <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Flocabulary</b> <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Los Angeles Worksheets</b> <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>Slideshare PowerPoint</b> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b> <a href="https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES</a></p> <p><b>History Maps</b> <a href="http://www.timemaps.com/">http://www.timemaps.com/</a></p> <p><b>Best of History</b> <a href="http://www.besthistorysites.net/">http://www.besthistorysites.net/</a></p>

world's first novels.  
(C, H)

7.31 Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. (C, H, P)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Tale of Genji*

Students will compare Romulus of Rome to Emperor Jimmu of Japan.

Students will complete a physical and climatic map of the Islands of Japan.

Students will draw an Instagram post of the Kamikaze during the attempted Mongol invasion of Japan.

Using the theme of 'Back to the Future', students will write a story in which they go back in time to see the events of Japan's history. Included in their writing:

1. Religion: Buddhism, Confucianism, Shinto
2. Bushido (Samurai)
3. Kamikaze during Mongol invasion

**Eyewitness of History**  
<http://www.eyewitnesstohistory.com/>

<b>Middle Ages of Western Europe 400 A.D.-1500</b>		<b>%</b>	<b># of items</b>	
		18%	7-11 split with The Legacy of the Roman Empire	
Duration: Weeks 13-16				
Standards	Guiding Questions	Vocabulary	Activities/Assessments	Instructional Resources
<p>7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)</p> <p>7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)</p> <p>7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P)</p>	<p>What are the major countries and physical features of Europe?</p> <p>What climate characteristics does each region of Europe have?</p> <p>What groups migrated throughout Europe during the middle ages?</p> <p>Who were the Vikings?</p> <p>What major religions spread through Europe during the Middle ages?</p> <p>Why was the Catholic church so important? How was its power used?</p> <p>What were the roles of people and their functions in the feudal system?</p> <p>What led to feudalism?</p>	<p>Middle Ages Dark Ages Eurasia The Alps The Ural Mountains The North European Plain Carpathian Mountains Caucases Mountains Mediterranean Sea North Atlantic Drift Iberian Peninsula Scandinavia papacy monarchy Charlemagne Pope Gregory VII King Henry IV Norman Invasion Battle of Hastings William the Conqueror Magna Carta parliament habeas corpus monastery Pope Urban II Crusades Thomas Aquinas natural law merchant class Reconquista Inquisition agrarian Vikings Code of chivalry</p>	<p>Students will draw and label a manor with a diagram of the parts of Feudalism.</p> <p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events of the Early and Later Middle Ages.</p> <p>Students will complete a word sort of the Middle Ages vocabulary using definitions to find the words.</p> <p>Create a Venn diagram comparing Middle Ages Feudalism to Japanese Feudalism.</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJvzF-n-">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJvzF-n-</a> (Create Charlemagne, William the Conqueror, or Joan of Arc Facebook Profile using fake Facebook Profile) On the profile will be accomplishments, description of these men, and how he helped shape modern Europe today.</p> <p>Students will complete discussion questions over excerpts from The Life of Charlemagne: The Emperor Himself, Einhard <a href="http://www.saylor.org/site/wp-content/uploads/2010/12/Einhard-The-Life-of-Charlemagne.pdf">http://www.saylor.org/site/wp-content/uploads/2010/12/Einhard-The-Life-of-Charlemagne.pdf</a></p> <p>Students will complete discussion questions over selected accounts of The Black Death <a href="http://www.eyewitnesstohistory.com/plague.htm">http://www.eyewitnesstohistory.com/plague.htm</a></p>	<p><b>Online Lessons</b> <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>Black Death Song</b> <a href="http://www.schooltube.com/video/cc66a8f747a2ed3db3c6/">http://www.schooltube.com/video/cc66a8f747a2ed3db3c6/</a></p> <p><b>History Channel</b> <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b> <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Brainpop</b> <a href="https://www.brainpop.com/socialstudies/worldhistory/middleages/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/middleages/preview.weml</a> <a href="https://www.brainpop.com/socialstudies/worldhistory/blackdeath/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/blackdeath/preview.weml</a> <a href="https://www.brainpop.com/socialstudies/worldhistory/feudalism/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/feudalism/preview.weml</a> <a href="https://www.brainpop.com/socialstudies/worldhistory/magnacarta/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/magnacarta/preview.weml</a></p> <p><b>Flocabulary</b> <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p>

<p>7.35 Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)</p>	<p>What tools were improved to make farming easier during the Middle Ages?</p> <p>How did the Bubonic plague change the lives of people in Europe?</p>	<p>pagans peasants Bubonic Plague Saxons Angles Normans Franks Magyars Holy Roman Empire</p>	<p>Students will complete discussion questions over excerpts from Summa Theologica, Thomas Aquinas <a href="http://mind.ucsd.edu/syllabi/02-03/01w/readings/aquinas-5-ways.pdf">http://mind.ucsd.edu/syllabi/02-03/01w/readings/aquinas-5-ways.pdf</a></p> <p>Students will participate in debate of who should win. Popes vs. Kings</p> <p>Students will summarize, "The Benedictine Rule" pg. 495.</p>	<p><b>Los Angeles Worksheets</b> <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p>
<p>7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)</p>	<p>How did the plague travel from Asia to Europe?</p> <p>Why is the early Middle Ages often called the Dark Ages?</p> <p>What do the lives of individuals in Medieval Europe tell us about their society?</p> <p>What types of government ruled over Medieval Europe?</p>	<p>Concordat of Worms feudalism manorialism vassal serf fief knight guild nobles Venice Flanders barter system Phillip II Saladin Normandy King John common law King Richard Jerusalem heresy anti-Semitism vernacular Romanesque Cathedral Gothic Cathedral Scholasticism Orleans Joan of Arc Ferdinand of Aragon</p>	<p>Students will complete a physical and climatic map of the European Continent.</p> <p>Using the theme of 'Back to the Future', students will write a story in which they go back in time to see the events of the Middle Ages. Included in their writing:</p> <ol style="list-style-type: none"> <li>1. Feudalism</li> <li>2. Influence of Catholic Church</li> <li>3. Papacy vs. Monarchy</li> <li>4. Magna Carta</li> <li>5. Crusades</li> <li>6. The Black Death</li> </ol> <p>Students will watch an example of a professional interview. They will then be asked to perform their own mock interview:</p> <ul style="list-style-type: none"> <li>- Create 5 standard based questions you would ask the Pope about the purpose, power, and influence of the Catholic Church.</li> <li>- Knowing what you know about this historical figure, give insight to the rise of the Catholic Church during the Middle Ages.</li> </ul>	<p><b>Middle Ages Information</b> <a href="http://www.learner.org/interactives/middleages/">http://www.learner.org/interactives/middleages/</a></p> <p><b>Slideshare PowerPoint</b> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b> <a href="https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES</a></p> <p><b>History Maps</b> <a href="http://www.timemaps.com/">http://www.timemaps.com/</a></p> <p><b>Best of History</b> <a href="http://www.besthistorysites.net/">http://www.besthistorysites.net/</a></p>
<p>7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)</p>	<p>What was the Magna Carta?</p> <p>How did the Magna Carta change history and influence future documents?</p> <p>What were the Crusades?</p>	<p>St. Patrick</p>	<p>Students will create a flier for the crusades:</p> <ol style="list-style-type: none"> <li>1. Who do you want to fight?</li> <li>2. What are you fighting for?</li> <li>3. Where are you going?</li> <li>4. What do you get out of going?</li> </ol>	<p><b>Eyewitness of History</b> <a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a></p>
<p>7.38 Analyze the causes, course, and consequences of the</p>	<p>What was the impact of the Bubonic Plague on the people of Europe?</p>	<p>St. Patrick</p>	<p>Students will receive computer time to complete a research project about how medieval law contributed to the modern day governmental structure of parliament, trial by jury, the common law, and an independent judiciary in England.</p>	

European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)

7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas's synthesis of classical philosophy with Christian theology and the concept of "natural law." (C, H, P)

7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)

How did Charlemagne impact Europe?

Who was Joan of Arc and what role did she play in the Hundred Years war?

What was the significance of Isabella of Castile and Ferdinand of Aragon?

Monks  
Monasteries  
Benedict  
Charlemagne  
Excommunicate  
Holy Land  
King Richard I  
Parliament  
Black Death  
Heresy  
King Ferdinand  
Queen Isabella  
Spanish Inquisition

### Writing Practice (7.35)

Use the website

<http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/7.5/> and <https://mrgrayhistory.wikispaces.com/UNIT+6+-+EARLY+MIDDLE+AGES> to create an informative text about the following subjects.

1. *Reasons for conflict between the Anglo Saxons and Normans.*
2. *The role Harold Godwinson, William the Conqueror, and Edward the Confessor played in the conflict.*
3. *The Battle of Hastings and results of the conflict.*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Explain the events and circumstances that led to the Battle of Hastings and Norman Invasion.  
- Be sure to include the disputes over the throne of England and the events of the battle.  
- Include information about the Domesday Book and diffusion of the French and English languages post war.

### Writing Practice (7.37)

Use the website

<http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%3A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/7.7/> and <https://mrgrayhistory.wikispaces.com/UNIT+6+-+EARLY+MIDDLE+AGES> to create an informative text about the following subjects.

1. *Monks and missionaries sharing Christianity in northwest Europe.*
2. *The impact that monks and monasteries played in villages throughout villages in the Middle Ages.*

7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)

7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)

**Primary Documents and Supporting Texts to Read:** excerpts from *The Life of Charlemagne: The Emperor Himself*, Einhard; selected accounts of the Black Death; excerpts from *Summa Theologica*, Thomas Aquinas

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Describe the spread of the Christian religion north of the Alps Mountains after the fall of the Roman Empire.
  - Be sure to include the movement of missionaries and the influence of the Catholic Church in western Europe.
  - How did Monks help people in western Europe through charitable deeds?

### Writing Practice (7.39)

Use the website

<http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/7.9/> and

<https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES> to create an informative text about the following subjects.

1. *The influence of the Catholic Church in the political, cultural, and religious life of Middle Ages Europe.*
2. *The different religious orders of the Catholic Church.*
3. *Thomas Aquinas and 'natural law'.*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Explain how the Catholic Church was the most powerful entity in Europe during the Middle Ages.
  - Be sure to include the Church's influence on education, social issues, culture, and politics.
  - What events/circumstances allowed the church so much freedom and power?
2. Analyze Thomas Aquinas's philosophy of 'Natural Law'.
  - Describe how Thomas Aquinas combined the modern church thinking with classical thinking to develop this concept.

*Weeks 17 and 18 will be used for review before Christmas Break.*

<b>Renaissance &amp; Reformation – Part 1: Focus on the Renaissance</b>		<b>%</b>	<b># of items</b>	
		44%	20-24 split among renaissance, enlightenment, scientific revolution, and age of exploration.	
Duration: Weeks 19-21				
<b>Standards</b>	<b>Guiding Questions</b>	<b>Vocabulary</b>	<b>Activities/Assessments</b>	<b>Instructional Resources</b>
<p>7.43 Trace the emergence of the Renaissance, including influence from Moorish (Muslim) scholars in Spain. (C,H)</p> <p>7.44 Citing evidence in writing explaining the importance of Florence, Italy, and the Medici Family in the early stages of the Renaissance and the growth of independent trading cities, such as Venice, and the importance in the spread of Renaissance ideas. (C, E, G, H)</p> <p>7.45 Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo’s travels and the locations of his routes. (C, E, G, H)</p> <p>7.46 Describe how humanism led to a revival of classical learning and fostered a new interest in the arts including a balance</p>	<p>How did the geography of the Italian Peninsula lead to the Renaissance?</p> <p>Why is the Renaissance known as the ‘rebirth’?</p> <p>How did the Medici family contribute to Renaissance ideas.</p> <p>What two ancient cultures were people interested in during the Renaissance?</p> <p>How did the Moors contribute to the Renaissance?</p> <p>How did the travels of Marco Polo create a trade link between Europe and Asia?</p> <p>What is humanism?</p> <p>Who is Petrarch?</p> <p>List the famous advancements in technology and learning during the Renaissance.</p>	<p>Renaissance</p> <p>Florence</p> <p>Italy</p> <p>Venice</p> <p>Medici Family</p> <p>Silk Road</p> <p>Urban</p> <p>City States</p> <p>Merchant</p> <p>Commerce</p> <p>Marco Polo</p> <p>Banks</p> <p>Humanism</p> <p>Petrarch</p> <p>Dante Alighieri</p> <p>Johan Gutenberg</p> <p>Printing Press</p> <p>Vernacular</p> <p>Leonardo da Vinci</p> <p>Mona Lisa</p> <p>The Last Supper</p> <p>Perspective Art</p> <p>Michelangelo</p> <p>Sistine Chapel</p> <p>The David</p> <p>The Moses</p> <p>William Shakespeare</p> <p>Henry V</p> <p>Hundred Years War</p> <p>Joan of Arc</p> <p>Tudor Dynasties</p> <p>Henry VIII</p> <p>Mary I</p> <p>Elizabeth I</p> <p>Spanish Armada</p>	<p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events of the Renaissance.</p> <p>Students will complete a word sort of the Renaissance vocabulary using definitions to find the words.</p> <p>Students will write a short story using the plot of, “Back to the Future” to explain the events of the Renaissance.</p> <p>Using the theme of ‘Back to the Future’, students will write a story in which they go back in time to see the events of the Renaissance. Included in their writing:  Medici Family and Florence  Humanism and Petrarch  Ideas and innovations  Printing press and vernacular</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJTvzF-n">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJTvzF-n</a>  (Michelangelo, Cosimo Medici, or Leonardo da Vinci Facebook Profile using fake Facebook Profile)  On the profile will be a description of how your person was influential in contributing to Renaissance ideas.</p> <p>Students will participate in a roll play between the Medici family, Michelangelo, Cosimo Medici, and Petrarch. Each side will have the opportunity to defend why they are the most important to Renaissance ideas.</p>	<p><b>Online Lessons</b>  <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b>  <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b>  <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Brainpop</b></p> <p><b>Flocabulary</b>  <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Los Angeles Worksheets</b>  <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>Slideshare PowerPoint</b>  <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b>  <a href="https://mrgrayhistory.wikispaces.com/UN+IT+7+--+LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UN+IT+7+--+LATER+MIDDLE+AGES</a></p> <p><b>History Maps</b>  <a href="http://www.timemaps.com/">http://www.timemaps.com/</a></p> <p><b>Best of History</b>  <a href="http://www.besthistorysites.net/">http://www.besthistorysites.net/</a></p>

between intellect and religious faith. (C, H)

7.47 Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the bible into vernacular, and printing. (C, H)

7.48 Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, including Leonardo da Vinci (The Last Supper, Mona Lisa), Michelangelo (Sistine Chapel, The David), Johann Gutenberg, and William Shakespeare. (C, G, H)

7.49 Gather relevant information from multiple sources about Henry V, Hundred Years War, and Joan of Arc. (H, G, P)

7.50 Conduct a research project drawing on several resources to investigate the Tudor Dynasties on Henry VIII, Mary I, and Elizabeth I, including

What were the famous works of Leonardo da Vinci?

What were the famous works of Michelangelo?

What were the famous works and contributions of William Shakespeare?

How did the printing press change people's mindsets during the Renaissance?

What is vernacular?

Describe the conflict of the Hundred Years War?

How did Joan of Arc help the French during the Hundred Years War?

Students will watch an example of a professional interview. They will then be asked to perform their own mock interview:  
Create 5 standard based questions you would ask Cosimo Medici and Petrarch during the Renaissance. Knowing what you know about these historical figures, give a response to help people better understand what the Renaissance is all about.

Create a Venn Diagram comparing and contrasting the reasons for conflict between France and England during the Hundred Years War.

### **Writing Practice (7.44)**

Use the website

<http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/8.3/> and <http://www.tncore.org/sites/www/Uploads/Leadership%20Resources/Summer%20PLC%20Resources/7th%20Grade%20Prompt.pdf> to create an informative text about the following subjects.

1. *The geography of Italy and the Mediterranean and how it contributed to the growth of trade.*
2. *The impact of the Medici family on Renaissance thought and ideas in Florence.*
3. *Trade cities in Italy become Renaissance centers.*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Explain how the location, political systems, and economies of the Italian city – states were different from those towns and cities in other parts of Europe.  
- How do those differences help explain why the Renaissance started in the Italian city – states instead of elsewhere in Europe?

### **Writing Practice (7.46)**

### **Eyewitness of History**

<http://www.eyewitnesstohistory.com/>

their family heritage, line of succession, religious conflicts, Spanish Armada, and the rise of English power in Europe. (H, G, P)

**Primary Documents and Supporting Texts to Read:**

excerpts from "Ninety-Five Theses", Martin Luther; excerpts from *The Travels of Marco Polo*

**Primary Documents and Supporting Texts to Consider:**

excerpts from *In Praise of Folly*, Erasmus; selected pieces from William Shakespeare; excerpts from *The Prince*, Machiavelli

Use the website

<http://www.ck12.org/user%3Aa2fyzw4ubgf3c29ughrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/8.5/> and <https://mrgrayhistory.wikispaces.com/UNIT+10+-+THE+RENAISSANCE> to create an informative text about the following subjects.

1. *Reasons for the interest in classical learning at the end of the Middle Ages.*
2. *The influence of Petrarch on the humanist movement.*
3. *What is humanist thought and influence?*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Explain the influence of humanist thought during the Renaissance.  
- Be sure to include the return to classical learning and impact of Petrarch.

**Writing Practice (7.49)**

Use the website

<http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/8.8/> and <https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES> to create an informative text about the following subjects.

1. *Reasons for the conflict of the Hundred Years War.*
2. *Impact of Henry V and Joan of Arc.*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Explain the events and circumstances of the Hundred Years War.

- |  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"><li>- Be sure to include the reasons for conflict, Henry V, and Joan of Arc.</li><li>- What were the results of the war and lasting impacts made on Europe?</li></ul> |  |
|--|--|--|---|--|

<b>Renaissance &amp; Reformation – Part 2: Focus on the Reformation</b>		<b>%</b>	<b># of items</b>	
		44%	20-24 split among renaissance, enlightenment, scientific revolution, and age of exploration.	
		Duration: Weeks 22-24		
<b>Standards</b>	<b>Guiding Questions</b>	<b>Vocabulary</b>	<b>Activities/Assessments</b>	<b>Instructional Resources</b>
<p>7.51 Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (C, G, H)</p> <p>7.52 Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (C, G, H)</p> <p>7.53 Explain the heightened influence of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments. (C, H, P)</p> <p>7.55 Outline the reasons for the growing discontent with the Catholic Church,</p>	<p>What places in Europe were protestant and catholic?</p> <p>What were Martin Luther's main religious teachings?</p> <p>How did Martin Luther lead a reform against the catholic church?</p> <p>What were indulgences and why did they become controversial?</p> <p>What was Calvinism?</p> <p>What were John Calvin's basic beliefs about God's will?</p> <p>How is Calvinism similar, yet different, from Lutheranism?</p> <p>What were Protestants and Catholics?</p> <p>How were they alike and different?</p> <p>What did the Council of Trent accomplish?</p>	<p>Martin Luther</p> <p>Desiderius Erasmus</p> <p>John Calvin</p> <p>Reformation</p> <p>indulgence</p> <p>denomination</p> <p>theology</p> <p>predestination</p> <p>Wittenberg</p> <p>Geneva</p> <p>Ninety-five Theses</p> <p>Charles V</p> <p>Christian humanist</p> <p>Peasant revolts</p> <p>Ignatius of Loyola</p> <p>Henry of Navarre</p> <p>Henry VIII</p> <p>Mary I</p> <p>Elizabeth I</p> <p>heresy</p> <p>annul</p> <p>Council of Trent</p> <p>Huguenots</p> <p>Catherine de Medici</p> <p>Thirty Years' War</p> <p>The Hundred Years' War</p> <p>Ferdinand &amp; Isabella</p> <p>Spanish Inquisition</p> <p>Anglican Church of</p> <p>England</p> <p>Puritans</p> <p>James I</p> <p>Charles I</p> <p>Jesuits</p> <p>Edict of Nantes</p>	<p>Students will complete a chart comparing and contrasting the Roman Catholic Church to the new Protestant ideology.</p> <p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events of the reformation.</p> <p>Students will complete a word sort of the Renaissance vocabulary using definitions to find the words.</p> <p>Students will write a short story using the plot of, "Back to the Future" to explain the events of the reformation.</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJTzF-n-">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJTzF-n-</a> (Martin Luther or Pope Leo X, Facebook Profile using fake Facebook Profile)</p> <p>On the profile will be a wall debate between the Pope and Martin Luther about how Christianity and the church should be run during the Renaissance era.</p> <p>Students will complete discussion questions over "Ninety-Five Theses"</p> <p><a href="http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html">http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html</a></p>	<p><b>Online Lessons</b></p> <p><a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b></p> <p><a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b></p> <p><a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Flocabulary</b></p> <p><a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Los Angeles Worksheets</b></p> <p><a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>Slideshare PowerPoint</b></p> <p><a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b></p> <p><a href="https://mrgrayhistory.wikispaces.com/UNIT+7+--LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UNIT+7+--LATER+MIDDLE+AGES</a></p> <p><b>History Maps</b></p> <p><a href="http://www.timemaps.com/">http://www.timemaps.com/</a></p> <p><b>Best of History</b></p> <p><a href="http://www.besthistorysites.net/">http://www.besthistorysites.net/</a></p>

including the main ideas of Martin Luther (salvation by faith), John Calvin (predestination), Desiderius Erasmus (free will), and William Tyndale (translating the Bible into English), and their attempts to reconcile what they viewed as God's word with Church action. (C, H, P)

7.56 Engage effectively in collaborative discussions explaining Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (C, H, P)

7.57 Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement, including St. Ignatius of Loyola and the Jesuits, and the Council of Trent. (C, H)

7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias,

What was the Counter-Reformation?

Why was the Edict of Nantes important?

Petrarch

Using the theme of 'Back to the Future', students will write a story in which they go back in time to see the events of the Reformation. Included in their writing:

5. Catholic Church Corruption.
6. 95 Thesis of Martin Luther.
7. John Calvin.
8. Reformation of Catholic Church.

Students will participate in a debate between Martin Luther (Protestantism) and Pope Leo (Catholicism). Each side will have the opportunity to defend why it is in the right during the reformation.

Students will watch an example of a professional interview. They will then be asked to perform their own mock interview:

- Create 5 standard based questions you would ask John Calvin and Martin Luther during the reformation.
- Knowing what you know about these historical figures, give a response to help people better understand what the reformation is all about.

### **Writing Practice (7.53)**

Use the website

<http://www.ck12.org/user:a2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History:-the-Fall-of-Rome-to-the-Age-of-Exploration/section/8.12/> and <https://mrgrayhistory.wikispaces.com/UNIT+11+-+THE+REFORMATION> to create an informative text about the following subjects.

1. *Reasons for discontentment and frustration toward the powerful Catholic Church.*
2. *The printing press and books written in vernacular.*
3. *Secular books, humanist thought, and challenges to church authority.*

**Eyewitness of History**

<http://www.eyewitnesstohistory.com/>

Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)

**Primary Documents and Supporting Texts to Read:**

excerpts from "Ninety-Five Theses", Martin Luther; excerpts from *The Travels of Marco Polo*

**Primary Documents and Supporting Texts to Consider:**

excerpts from *In Praise of Folly*, Erasmus; selected pieces from William Shakespeare; excerpts from *The Prince*, Machiavelli

*4. William Tyndale and Martin Luther.*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Describe how the unchecked power of the Catholic Church and theological flaws led to reformation.
  - Be sure to include the new knowledge and thought process of many people during the reformation.
  - What tools and innovation led people to learn about God themselves, rather than trusting church clergy with all matters relating to doctrine?

**Writing Practice (7.57)**

Use the website

<http://www.ck12.org/user%3Aa2fyzw4ubgf3c29ughrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/section/8.16/> and <https://mrgrayhistory.wikispaces.com/UNIT+11+-+THE+REFORMATION> to create an informative text about the following subjects.

1. *Reasons for the council of Trent and Catholic Reformation.*
2. *Results of the Council of Trent and Catholic Reformation.*

Using these documents create a writing prompt for students on the following subjects. Examples below:

1. Explain the events and circumstances that led Catholic Church to analyze church practices.
  - Where did the Catholic clergy meet and what theological items did they discuss?
  - What were the doctrinal results of these meetings and reforms?

The Enlightenment and Scientific Revolution		%	# of items	
		44%	20-24 split among renaissance, reformation, and age of exploration.	
Duration: Weeks 25-27				
Standards	Guiding Questions	Vocabulary	Activities/Assessments	Instructional Resources
<p>7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)</p> <p>7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)</p> <p>7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)</p> <p>7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)</p>	<p>What happened to the scientific knowledge of the Greeks and the Romans?</p> <p>What was the extent of scientific knowledge during the middle ages?</p> <p>Why was there a sudden increase in scientific invention and discovery all over Europe?</p> <p>What was the conflict between Christianity and science?</p> <p>How did Europeans react to this great explosion of knowledge?</p> <p>Why was Galileo's discovery so threatening to the Church?</p> <p>How did Newton's discoveries make all of the other scientific theories in physics</p>	<p>mercantilism</p> <p>export</p> <p>import</p> <p>commerce</p> <p>colony</p> <p>cottage industry</p> <p>Ptolemy</p> <p>Copernicus</p> <p>Kepler</p> <p>Galileo</p> <p>Newton</p> <p>Descartes</p> <p>theory</p> <p>rationalism</p> <p>scientific method</p> <p>hypothesis</p> <p>Francis Bacon</p> <p>Thomas Hobbes</p> <p>John Locke</p> <p>Montesquieu</p> <p>Voltaire</p> <p>Prussia</p> <p>Austria</p> <p>St. Petersburg</p> <p>natural law</p> <p>social contract</p> <p>separation of powers</p> <p>deism</p> <p>absolutism</p> <p>Louis XIV</p> <p>James II</p> <p>William and Mary</p> <p>The Glorious Revolution</p> <p>Bill of Rights</p> <p>philosophe</p> <p>Voltaire</p> <p>Mary Wollstonecraft</p>	<p>Students will do an advertisement for (1) of the inventions of the scientific Revolution.</p> <p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events and creations of the Age of Exploration and Scientific Revolution.</p> <p>Students will complete a word sort of the Enlightenment and Scientific vocabulary using definitions to find the words.</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJvzF-n">http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html#.VRVkJvzF-n</a> (Create Copernicus, Kepler, or Isaac Newton Facebook Profile using fake Facebook Profile)</p> <p>On the profile will be the accomplishments and descriptions of how these men contributed to the Enlightenment and Scientific Revolutions.</p> <p>Students will compare and contrast two Francis Bacon poems. <a href="http://www.poemhunter.com/sir-francis-bacon/">http://www.poemhunter.com/sir-francis-bacon/</a></p>	<p><b>Online Lessons</b> <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29ughrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29ughrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b> <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b> <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Brainpop</b> <a href="https://www.brainpop.com/socialstudies/famoushistoricalfigures/galileogalilei/preview.weml">https://www.brainpop.com/socialstudies/famoushistoricalfigures/galileogalilei/preview.weml</a></p> <p><a href="https://www.brainpop.com/socialstudies/worldhistory/columbianexchange/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/columbianexchange/preview.weml</a></p> <p><b>Flocabulary</b> <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Los Angeles Worksheets</b> <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>Slideshare PowerPoint</b> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Book Online</b> <a href="https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES">https://mrgrayhistory.wikispaces.com/UNIT+7+-+LATER+MIDDLE+AGES</a></p>

<p>7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P)</p> <p><b>Primary Documents and Supporting Texts to Read:</b>  excerpts from <i>Two Treatises of Government</i>, John Locke; excerpts from <i>The Spirit of Law</i>, Montesquieu</p> <p><b>Primary Documents and Supporting Texts to Consider:</b>  excerpts from <i>Galileo Discovers the Moons of Jupiter</i>, Galileo Galilee; excerpts from <i>The Principia</i> and <i>The Correspondence of Isaac Newton</i>, Sir Isaac Newton</p>	<p>and astronomy possible?</p> <p>How did the Scientific Revolution lay the groundwork for the expanding ideas in philosophy, political and governmental theories, social unrest, etc. that came with the fulfillment of then Enlightenment?</p> <p>How did the new ideas about man and his role in society and the world espoused by Locke and others lay the groundwork for the American Revolution?</p>	<p>Diderot  Rousseau  Baroque  Bach  Handel  Mozart  Frederick II  Frederick the Great  Joseph II  Hapsburgs  Peter I  Peter the Great  Catherine II  Catherine the Great</p>	<p>The Life of Man vs. Guiltless Heart  Students will complete discussion questions over excerpts from The Two Treatises of Government, John Locke  <a href="http://orias.berkeley.edu/summer2004/Final%20Drafts/locke.pdf">http://orias.berkeley.edu/summer2004/Final%20Drafts/locke.pdf</a></p> <p>Students will complete discussion questions over excerpts from The Spirit of Law, Montesquieu  <a href="http://www.goodreads.com/work/quotes/136922-de-l-esprit-des-lois">http://www.goodreads.com/work/quotes/136922-de-l-esprit-des-lois</a></p> <p>Using the theme of ‘Back to the Future’, students will write a story in which they go back in time to see the events and accomplishments of the Enlightenment and Scientific Revolution:</p> <ol style="list-style-type: none"> <li>1. New Scientific Theories.</li> <li>2. Principal teachings of Locke and Hobbes.</li> </ol>	<p><b>History Maps</b>  <a href="http://www.timemaps.com/">http://www.timemaps.com/</a></p> <p><b>Best of History</b>  <a href="http://www.besthistorysites.net/">http://www.besthistorysites.net/</a></p> <p><b>Eyewitness of History</b>  <a href="http://www.eyewitnesstohistory.com/">http://www.eyewitnesstohistory.com/</a></p>
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The Age of Exploration	%	# of items		
	44%	20-24 split among renaissance, enlightenment, scientific revolution, and reformation.		
Duration: Weeks 28-30				
Standards	Guiding Questions	Vocabulary	Activities/Assessments	Instructional Resources
<p>7.58 Identify the voyages of discovery, the locations of the routes (Da Gama, Dias, Magellan), and the influence of cartography in the development of a new worldview. (C, G, H)</p> <p>7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)</p> <p>7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)</p> <p>7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)</p> <p>7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)</p>	<p>What are the major physical features of Latin America?</p> <p>What are the climate features of Latin America?</p> <p>Who were the conquistadors?</p> <p>Why did the Aztec think they should welcome the Spanish?</p> <p>Besides weapons and horses, what else did the Spanish bring that would help them?</p> <p>How did geography play a role in shaping Mesoamerican civilizations?</p> <p>What was the class structure of the Mesoamerican societies?</p> <p>What is the impact of exploration on the economies of the world at that time, and how has it continued to influence modern economies?</p>	<p>Cartography</p> <p>Ferdinand Magellan</p> <p>Bartholomeu Diaz</p> <p>Vasco da Gama</p> <p>Isthmus</p> <p>Maya</p> <p>Yucatan Peninsula</p> <p>Aztec</p> <p>Lake Texcoco</p> <p>Chinampas</p> <p>Tenochtitlan</p> <p>Mexico City</p> <p>Conquistador</p> <p>Small Pox</p> <p>Quetzalcoatl</p> <p>Hernan Cortes</p> <p>Montezuma</p> <p>Inca</p> <p>Francisco Pissarro</p> <p>Atahualpa</p> <p>Peru</p> <p>Machu Pichu</p> <p>Andes Mountains</p> <p>Amazon River</p> <p>Observatories</p> <p>Mayan Calendar</p>	<p>Students will draw and label early explorer routes on a world map.</p> <p>Flyswatter review game: academic vocabulary words will be on board or word wall. Teacher will read the definition and students will race to hit the word with the flyswatter that matches the definition.</p> <p>Students will create a timeline of major events of the exploration.</p> <p>Students will complete a word sort of the Exploration vocabulary using definitions to find the words.</p> <p>Create a Venn diagram comparing Middle Ages Feudalism to Japanese Feudalism.</p> <p><a href="http://www.freetech4teachers.com/2011/07/three-ways-to-create-facebook.html#.VRVkJTvzF-n-">http://www.freetech4teachers.com/2011/07/three-ways-to-create-facebook.html#.VRVkJTvzF-n-</a> (Create Hernan Cortez and Montezuma Facebook profile. They will have a wall comment debate about the conquistadors coming into Tenochtitlan.</p> <p>Students will complete discussion questions over excerpts from The Journals of Christopher Columbus <a href="http://people.hofstra.edu/alan_j_singer/CoursePacks/ChristopherColumbusExcerptpsfomHis1492Journal.pdf">http://people.hofstra.edu/alan_j_singer/CoursePacks/ChristopherColumbusExcerptpsfomHis1492Journal.pdf</a></p> <p>Students will participate in debate of who should win. Popes vs. Kings</p>	<p><b>Online Lessons</b> <a href="http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/">http://www.ck12.org/user%3Aa2fyzw4ubgf3c29uqhrjc2vkds5uzxq./book/Tennessee-7th-Grade-Social-Studies-World-History%253A-the-Fall-of-Rome-to-the-Age-of-Exploration/</a></p> <p><b>History Channel</b> <a href="http://www.history.com/">http://www.history.com/</a></p> <p><b>Schooltube</b> <a href="http://www.schooltube.com/">http://www.schooltube.com/</a></p> <p><b>Brainpop</b> <a href="https://www.brainpop.com/socialstudies/worldhistory/conquistadors/preview.weml">https://www.brainpop.com/socialstudies/worldhistory/conquistadors/preview.weml</a></p> <p><b>Flocabulary</b> <a href="https://www.flocabulary.com/trial/school/">https://www.flocabulary.com/trial/school/</a></p> <p><b>Los Angeles Worksheets</b> <a href="http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf">http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/226/7th_Grade%20Instructional%20Guide.pdf</a></p> <p><b>Collapse of Civilization</b> <a href="http://www.learner.org/interactives/collapse/">http://www.learner.org/interactives/collapse/</a></p> <p><b>Slideshare PowerPoint</b> <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p>

7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations).

7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural.

7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H, P)

7.71 Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H,P)

7.72 Analyze why European countries were motivated to explore including religion,

Students will summarize, "The Benedictine Rule" pg. 495.

Students will complete a physical and climatic map of the European Continent.

Students will watch an example of a professional interview. They will then be asked to perform their own mock interview:

- Create 5 standard based questions you would ask Hernan Cortez and Montezuma.

**Book Online**

<https://mrgrayhistory.wikispaces.com/UNIT+7+--+LATER+MIDDLE+AGES>

**History Maps**

<http://www.timemaps.com/>

**Best of History**

<http://www.besthistorysites.net/>

**Eyewitness of History**

<http://www.eyewitnesstohistory.com/>

political rivalry, and economic gain. (C, E, H, P)

7.73 Identify the voyages of discovery, the locations of the routes, and the influence of technology in the developments of a new European worldview including cartography, compass, caravel, and astrolabe. (C, E, G, H, P)

7.74 Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15<sup>th</sup> and 16<sup>th</sup> centuries and the major economic and social effects on each continent. (C, E, G, H)