

CCSU Comprehensive Curriculum for Social Studies
Grade 7
“The Ancient and Medieval World”

Define the Year:

In grade 7, the social studies program focuses on the intriguing concept of “civilization.” Students will use their deepening understanding of people and cultures of the modern era to explore the development, rise, and fall of cultures and civilizations around the world. Students will also explore how the intersection of physical and cultural geography influenced the development and transformation of civilizations of the ancient and medieval world. They will discuss and debate how governments and economic systems framed and transformed these civilizations, with both positive and negative consequences. Students will also explore how the revolution of ideas and many versions of reformation during these time periods led the ancient worlds to modernity – the spread of these new ideas and religions, the growth and development of cultures, and the interaction among diverse peoples will be examined by inquiring minds to assess the impact of these sweeping historical changes on the world today.

Define the Units:

Unit 1: Building River Civilizations (*China, Egypt and Nubia, Fertile Crescent, India*)

Unit 2: New Civilizations, New Ideas (*Greece, Rome, Islamic Empires*)

Unit 3: The Birth of Trading Empires (*Byzantine, China, Africa, Aztecs and Incas*)

Unit 4: Linking the Medieval and Modern World (*Renaissance and Reformation*)

Inquiry Theme (for problem-based and/or project-based learning opportunities):

How can we investigate and communicate our insights about the relationship among the ancient, medieval, and world civilizations?

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Grade 7, Unit 1: Building River Civilizations (China, Egypt and Nubia, Fertile Crescent, India)

Enduring Understanding: Culture and Geography worked together to create advanced civilizations in the ancient world.

Overarching Essential Questions:

- How did certain societies become more advanced over time?
- How do the ideas from these civilizations impact our world today?
- In what ways did physical geography impact the way these civilizations developed?
- What role did government and society play in the success or failure of these civilizations?
- In what ways did the economy impact the growth of these civilizations?

Inquiry Theme: How can we investigate and communicate our insights about the relationship among the ancient, medieval, and world civilizations?

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Grade 7, Unit 2: New Civilizations, New Ideas (Greece, Rome, Islamic Empires)

Enduring Understandings: New civilizations began as the needs and beliefs of the society changed.
The legacy of ancient civilizations still impacts the world today.

Overarching Essential Questions:

Greece:

- In what ways did Greece experience a “Golden Age”?
- What impact did physical geography have on the development of Greece?
- What and how were new forms of government developed in Greece?
- Why did the different forms of government succeed and/or fail in Greece?

Rome:

- In what ways did Rome experience a “Golden Age”?
- What and how were new forms of government developed in Rome?
- Why did the different form of government succeed and/or fail in Rome?
- To what extent did money and trade play a role in the rise and/or fall of Rome?

Islamic Empires:

- What conditions led to new ideas and new possibilities for these civilizations?
- To what extent did physical and cultural geography impact the spread of these civilizations?
- To what extent did money and trade play a role in the rise and/or fall these empires?

Inquiry Theme: How can we investigate and communicate our insights about the relationship among the ancient, medieval, and world civilizations?

Grade 7, Unit 3: The Birth of Trading Empires (Byzantine, China, Africa, Aztecs and Incas)

Enduring Understandings:

Trading empires developed because of the advancements of civilizations.
These empires greatly changed the medieval world.

Overarching Essential Questions:

- Why did trade become more important in the medieval world?
- What was the effect of the movement of culture along trade routes in medieval times?
- What factors influenced the organization of society at various times in the medieval world?
- What was the importance of markets on the economy?

Inquiry Theme: How can we investigate and communicate our insights about the people and civilizations of the past?

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Grade 7, Unit 4: Linking the Medieval and Modern World (Renaissance and Reformation)

Enduring Understandings:

Changes in society throughout the medieval world led to revolutionary new ideas in religion, science, and the humanities, called the renaissance.

The ideas of the renaissance and reformation led to the “modern world”.

Overarching Essential Questions:

- How can we explain the renaissance and reformation?
- In what ways did new ideas spread and gain support throughout Europe?
- How did new ideas bring change to government and society?
- What role did money and trade play in the introduction of the renaissance and the spread of these new ideas?

Inquiry Theme: How can we investigate and communicate our insights about the people and civilizations of the past?

Grade 7, Component 1: History *(Align appropriately with Units 1-4)*

Domain Essential Questions: How and why do societies become more complex over time? In what similar or different ways do civilizations experience a “Golden Age”? In what ways did trade play a role in unifying and/or dividing the ancient and medieval world? What are the characteristics of a renaissance or a reform? What happens before and after each?

CCSU Power Standards:

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Concepts and Vocabulary: civilization, legacy, plague/disease, historical era, Golden Age, Middle Ages, Renaissance, Reformation

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 6.4, 6.6	<p>H&SS7-8:10 Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> Identifying the beginning, middle, and end of an historical narrative or story. Constructing time lines of significant historical developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred. Interpreting data presented in time lines. Measuring and calculating calendar time by days, weeks, months, years, decades, centuries, and millennia (e.g., How long ago did people first come to North America?). Understanding a variety of calendars (e.g., Islamic, Jewish, Chinese) and reasons for their organizational structures (e.g., 	<p>Domain focus: Students show understanding of the past, present and future. Students show understanding of how humans interpret history.</p> <ol style="list-style-type: none"> Historians and archaeologists use multiple methods and resources to collect, analyze, and interpret the past. <ol style="list-style-type: none"> How can we use primary and secondary resources to interpret history and assign meaning to historical experiences? How do historians use statistical methods and other data collection processes to draw conclusions about historical and social change? How can new information or new interpretations bring new understanding to our view of the past? 	<p>Identify the causes and effects of multiple historical events (e.g. fall of Rome, rise of Islam, invention of gunpowder, Bantu migration) throughout ancient and medieval times. (2a)</p> <p>Analyze the impact of multiple historical events, historical figures, and discoveries (ideas) throughout the ancient and medieval world on our lives today. (2b)</p>

	<p>political, historic, religious).</p> <ul style="list-style-type: none"> • Making predictions and/or decisions based on an understanding of the past and the present (e.g., after analyzing past events, determining what steps can impact the future). • Identifying <u>important events</u> in the world, and describing multiple causes and effects of <u>those events</u>. • Explaining transitions between eras that occurred over time (e.g., independence of African nations) as well as those that occurred as a result of a pivotal event (e.g., the invention of the automobile and the light bulb). • Identifying why certain events are considered pivotal and how they cause us to reorder time (e.g., the explosion of the atom bomb and the beginning of the nuclear age; September 11, 2001). 	<ol style="list-style-type: none"> 2. History is subjective and can be interpreted from multiple perspectives, including race, ethnicity, gender, religious background, and socio-economic class. <ol style="list-style-type: none"> a. To what extent is history subjective? To what extent can our view of history be objective? b. What factors contribute to objectivity and subjectivity in our views of history? c. To what extent is history presented as the story of great people and great events? Why is this an incomplete portrait of history and historical events? <p>Domain focus: Students connect the past with the present.</p> <ol style="list-style-type: none"> 1. Change results from new knowledge and events. <ol style="list-style-type: none"> a. How does history reflect both change and continuity? 2. Change in history can be both revolutionary and slower as a result of developmental processes within a society or civilization. <ol style="list-style-type: none"> a. To what extent is history the study of the competing forces and processes of change and continuity within civilizations? 	<p>Construct a timeline with the appropriate equidistant intervals of time that designates both pivotal events and events that occurred over time. (2c)</p> <p>Identify similarities between civilizations within a common era (e.g. trading empires, river cultures, and military empires). (2d)</p>
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Grade 7, Component 2: Physical and Cultural Geography *(Align appropriately with Units 1-4)*

Domain Essential Questions: What role did physical and cultural geography play in the development of civilizations? To what extent did the physical and cultural geography of a region help or hurt both the formation and growth of cultures and cultural influences? How did culture spread along geographic trade routes? What was the impact of these routes on the medieval world? How did ideas “travel” and gain influence throughout ancient and medieval worlds?

CCSU Power Standards:

Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Concepts and Vocabulary: river-civilizations, movement, pastoral, irrigation, climate, belief system, religion, Hellenistic, theology, textiles, art, mythology, pyramids

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 6.1, 6.7, 6.5, 6.8, 6.13, 6.14	<p>H&SS7-8:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> Identifying characteristics of states, countries, and continents using resources such as landmarks, models, <u>and different kinds of</u> maps, photographs, atlases, internet, video, reference materials, GIS and mental mapping. Observing, comparing, and analyzing patterns of national, and global land use (e.g., agriculture, forestry, industry) to understand why particular locations, are used for certain human activities. Locating the physical, political, <u>and cultural</u> regions of the United States and the world (e.g., Sub-Sahara, Middle East, and Eurasia). Using absolute and relative location to 	<p>Domain focus: Students understand and interpret geography to discover patterns of human behavior.</p> <ol style="list-style-type: none"> We can use tools and methods of geography to communicate our knowledge and understandings of human behaviors. <ol style="list-style-type: none"> How can we use geographic knowledge to communicate historical interpretations? How can we use geographic knowledge to discover patterns human behaviors (i.e. migration, trade routes)? 	<p>Identify selected physical and political regions of the ancient and medieval world. (3a)</p> <p>Identify patterns of settlement and/or migration related to physical features in the ancient and medieval world. (3b)</p>

	<p>identifying major mountain ranges, major rivers, and major climate and vegetation zones and <u>the effects of these on settlement patterns</u> (e.g., Appalachian Mountain's effect on westward movement; overgrazing; Palestinian/Israeli conflict).</p> <ul style="list-style-type: none"> • <u>Interpreting</u> a variety of effective representations of the earth such as maps, globes, and photographs and <u>project future changes</u> (e.g., physical, political, topographic, computer generated, and special purpose maps). • Identifying and using basic elements of <u>a variety of maps</u>. • Using grid systems to locate places on maps and globes (e.g., longitude and latitude). • <u>Comparing and contrasting spatial patterns or land forms using geographic resources</u> (e.g., comparing water usage between nations). <p>H&SS7-8:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying <u>and comparing</u> expressions of culture in Vermont, the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., identifying how the Japanese art of Gyotaku [fish printing] reflects history and culture). • Describing the contributions of various cultural groups to the world, both past and present. • <u>Analyzing</u> how location and spatial patterns influence the spread of cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location). • Identifying ways in which culture in the United States and the world has changed and may change in the future (e.g., the spread of Islam). 	<p>Domain focus: Students analyze how and why cultures continue and change over time.</p> <ol style="list-style-type: none"> 1. Culture is learned behaviors and shared characteristics that are transmitted from individual to individual and from groups to groups over time. <ol style="list-style-type: none"> a. How did early civilizations learn about and from each other? b. What are the similarities and differences between and among cultures? 2. Cultures can both unify and divide us. <ol style="list-style-type: none"> a. To what extent can culture both divide and unite groups, communities, societies, countries, regions, and civilizations? 3. Culture changes over time as it responds to both internal and external influences from the environment. <ol style="list-style-type: none"> a. What are internal and external influences that affect culture? 	<p>Use the Five Themes of Geography (place, location, human/environment interaction, movement, region) to draw conclusions. (3c)</p> <p>Distinguish among the world's five major religions (Christianity, Judaism, Islam, Hinduism, and Buddhism) in the ancient and medieval world. (4a)</p> <p>Examine the impact of migration of people, goods and ideas in the ancient and medieval world. (4b)</p> <p>Describe the impact of culture on human interaction using five of the universal characteristics of culture. (4c)</p>
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Grade 7, Component 3: Civics, Government, and Society *(Align appropriately with Units 1-4)*

Domain Essential Questions: What developments in government and society contributed to the success or failure of early civilizations? What new forms of government developed as civilizations emerged? Why did some governments flourish while others failed? What influences the development and organization of a society? In what ways do these organizational structures within a society change over time? How did “new ideas” bring change to governments and society?

CCSU Power Standards:

Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Concepts and Vocabulary: state, nation, dynasty, empire, monarchy, treaty

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14	<p>H&SS7-8:14 Students act as citizens by...</p> <ul style="list-style-type: none"> • <u>Comparing</u> the rights and responsibilities of citizenship <u>in another country to those of the U.S.</u> (e.g., after reading accounts of elections in the news articles, compare voting rights). • Identifying the various ways people become citizens of the U.S. (e.g., birth, naturalization) • Giving examples of ways people act as members of a global community (e.g., collecting used textbooks for countries in need). • Demonstrating positive interaction with group members (e.g., working with a group to design a lesson teaching younger students about rights and responsibilities). • Identifying problems, proposing solutions, <u>and considering the effects of a course of action</u> in the local community, state, nation, or world. • Explaining <u>and defending</u> their own point of view on issues that affect themselves and 	<p>Domain focus: Students show understanding of various forms of government.</p> <ol style="list-style-type: none"> 1. Governments are in a constant process of change and evolution, reflecting how societies, countries, and civilizations have agreed or disagreed about citizenship, authority, and power allocation. <ol style="list-style-type: none"> a. What are the origins of government? b. Why do governments rise and sometimes fall? 2. A society acquires and integrates the beliefs, values, and concepts that form its government from a variety of sources and traditions. <ol style="list-style-type: none"> a. What beliefs and values help to form government? 	<p>Connect the development of major forms of government within the ancient and medieval world to political systems today. (autocracy, theocracy, republic, and democracy). (5a)</p> <p>Debate the meaning of citizenship in ancient and medieval civilizations. (5b)</p>

	<p>society, <u>using information gained from reputable sources</u> (e.g., communism vs. democracy; war vs. economic sanctions).</p> <ul style="list-style-type: none"> • Explaining <u>and critically evaluating</u> views that are not one's own. • Giving examples of ways in which political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. • Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., interview someone involved in civil union legislation). • Demonstrating how identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples (e.g., Northern Ireland/Republic; socialism; capitalism). • Establishing rules and/or policies for a group, school, or community, and defending them (e.g., dress code policies, establishing a skate board park). <p>H&SS7-8:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Analyzing a current or historic issue related to human, rights, <u>and explaining how the values of the time or place influenced the issue</u> (e.g., Kosovo, China, Vietnam). • <u>Analyzing how shared values and beliefs can maintain a subculture</u> (e.g., political parties, religious groups). • Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations, NATO, International Red Cross, and Amnesty International). 	<ol style="list-style-type: none"> 3. Leadership involves how individuals and groups assume power and authority to guide and direct the conduct of individuals and groups for whom they are responsible. <ol style="list-style-type: none"> a. What is leadership? How does it emerge and operate within a society or social institution? b. Why does leadership change? What are the factors that contribute to change in leadership within a group, society, or social context? <p>Domain focus: Students examine how different societies address issues of human interdependence.</p> <ol style="list-style-type: none"> 4. The concept of “human rights” represents an ideal and universal construct that articulates fundamental expectations for human well being. <ol style="list-style-type: none"> a. To what extent are there universal human rights? To what extent are human rights ideals rather than realities? b. To what extent do leaders or various groups with power within a society determine the human rights afforded to their citizens? 	<p>Identify ways in which power systems provide opportunities or limit the rights of people.(5c)</p>
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- After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g., AIDS in Africa; One Child Policy in China; nuclear waste disposal).
- Analyzing differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describing their costs and benefits.
- Citing examples, both past and present, of how diversity has led to change. (e.g., immigration of Cubans into Miami).
- Identifying examples of interdependence among states and nations (e.g., transportation systems).
- Analyzing behaviors that foster global cooperation among groups and governments (e.g., lowering trade barriers).
- Explaining conditions, actions, and motivations that contribute to tensions and/or conflict within and among individuals, communities, and nations (e.g., investigating the relationship between poverty and conflict).
- Explaining ways in which conflicts can be resolved peacefully (e.g., assimilation/separatism; affirmative action; diplomacy).

H&SS7-8:17

Students examine how access to various institutions affects justice, reward, and power by...

- Comparing how different groups gain or have been denied access to various institutions, and describing the impact this has had on these groups in the US and other countries (e.g., Property ownership for voting, ageism, access to education; affirmative action, due process, petition).
- Identifying and describing examples of tensions

	between belief systems and government policies and laws, and <u>identifying ways these tensions can be reduced</u> (e.g., Gambling on reservations; neutrality of Switzerland; humanitarian aid).		
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Grade 7, Component 4: Economics *(Align appropriately with Units 1-4)*

Domain Essential Questions: What role did specialization play in the growth of world civilizations? What role did money and trade play in the rise, and sometimes the fall of these civilizations? What was the role of the marketplace in the medieval world economy? What role did commerce play in the spread of “new ideas”? How could there have been a renaissance without specialization?

CCSU Power Standards:

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Concepts and Vocabulary: feudalism, class system, market, trade, commerce, specialization, barter, agrarian, guild, knights, serfs, lords, Silk Road, surplus, agriculture

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17	<p>H&SS7:8:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • <u>Explaining how goods and services around the world create economic interdependence between people in different places.</u> • Examining how producers in the <u>world</u> have used natural, human, and capital resources to produce goods and services, <u>and predicting</u> the long term effects of these uses. • <u>Drawing conclusions about how choices within an economic system affect the environment in the world.</u> 	<p>Domain Focus: Markets</p> <ol style="list-style-type: none"> 1. Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services. <ol style="list-style-type: none"> a. What is a market? b. How do buyers and sellers arrive at market prices? c. How does scarcity affect price? <p>Domain Focus: Gain from Trade</p> <ol style="list-style-type: none"> 2. Voluntary exchange occurs only when all participating parties expect to gain. <ol style="list-style-type: none"> a. What is trade? b. What methods of trade have been used throughout history? c. How and why do societies create barriers to trade? 	<p>Analyze economic systems (societies’ means for distributing resources) and trade in the ancient and medieval world. (6a)</p> <p>Explain how goods and services around the world create economic interdependence between people in different places. (6b)</p>

	<p>H&SS7-8:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> Define and apply basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional, national, <u>or international</u> economic question or problem. Examining the <u>causes and long-term effects</u> of people's wants exceeding their available resources, <u>and proposing possible solutions.</u> 	<p><i>Domain Focus: Role of Money</i></p> <ol style="list-style-type: none"> 3. Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. <ol style="list-style-type: none"> a. What is money? b. How has the concept of money evolved over time? c. To what extent are transactions facilitated by the use of money? 	<p>Explain the significance of the changing role of exchange (money, barter, etc) in the ancient and medieval world. (6c)</p>
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