

Mansfield Public Schools
Grade 7- Social Studies Curriculum
Ancient Cultures

Introduction

The Mansfield Public Schools grade seven social studies curriculum includes a study of ancient cultures. Each unit will stress the correlation between the cultures of ancient civilizations and modern culture, including history, geography, social organization and technology of each.

Throughout the year, students will examine the accomplishments and contributions of past civilizations, beginning with Prehistory. Units will also include a study of the following cultures: Mesopotamia, Egypt, India and China, Ancient Africa and the Americas, Greece, Rome, the European Middle Ages and the Renaissance. In addition, the study of current events and the impact of those events will be on going.

General Student Performance Goals and Expectations

1. Use critical thinking and problem solving skills.
2. Define historical and geographic concepts and connect them to life.
3. Take risks in thinking and creative work.
4. Express opinions and defend their views on issues.
5. Speculate, explore ideas, and pose hypotheses.
6. Use evidence to support conclusions.
7. Revise, reshape, and deepen earlier understandings of concepts.
8. Challenge a thought or opinion, demonstrating agreement or disagreement.
9. Retell specific details.
10. Elaborate or expand an idea.
11. Make connections between learnings from text or formal experience and their own prior beliefs.
12. Think metacognitively about their own learning.
13. Critically analyze historic and cultural trends.
14. View themselves as active and positive participants within society.
15. Make connections and transfer knowledge between units of study, between concepts, and between different subject areas.

Essential Questions to Guide Each Unit

Each essential question is followed by a notation of its relationship to the State of Connecticut Social Studies Curriculum Framework (1998)

- What patterns of social organization did these people develop?
- How was political power determined?
- What type of economic system did they use?
- What were their religious beliefs?
- How did they deal with their environment and geography?
- What kind of problems and challenges did they face, and how did they react to these problems and challenges?
- What technologies did they use?
- What were their contributions to modern civilization?

CONTENT STANDARDS AND PERFORMANCE EXPECTATIONS-

Although student goals vary from unit to unit, these applicable state standards remain the same throughout the course of study. Refer to these standards and expectations for each unit.

Content Standard 1- Historical Thinking

- Interpret data in historical maps, photograph, art works and other artifacts
- Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- Develop written narratives and short interpretive essays, as well as other appropriate presentations from investigations of source materials
- Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts

Content Standard 2 - Local, United States and World History

- Demonstrate an in-depth understanding of selected events representing major trends of world history
- Locate the events, peoples and place they have studied in time and place (e.g., on a time line and map) relative to their own location
- Explain the relationships among the events and trends studied in local state, national, and world history.

Content Standard 3 - Historical Themes

- Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and / or social position
- Describe the emergence of select governmental systems, principles and institutions
- Describe some of the more common forms of government found in the past giving examples of societies that have practiced them.
- Identify and analyze the various causes and effects of movements of groups of people
- Explain the significance of the achievements of selected individual scientist and inventors from around the world and various periods

Content Standard 4 - Applying History

- Display empathy for people who lived in the past
- Initiate questions and hypotheses about historic events being studied.
- Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making
- Be active learners at cultural institutions such as museums and historical exhibitions

- Describe relationships between historical subject matter and other subjects they study. current issues and personal concerns.

Content Standard 5 - United States Constitution and Government- *none applicable*

Content Standard 6 - Rights and Responsibilities of Citizens *none applicable*

Content Standard 7 - Political Systems

- Explain the meaning of civic life, politics and government
- Compare and evaluate forms of government found outside the United States

Content Standard 8- International Relations

- Describe the influence of the U.S. political, economic and cultural ideas on other nations and the influence of other nations' ideas on the United States
- Evaluate the impact of significant international events on the United States and on other nations
- Describe how foreign policy decisions may affect domestic groups and organizations;

Content Standard 9 - Places and Regions

- Describe human and natural characteristics of place and how they shape or place identity
- Examine ways in which regions are interconnected
- Identify and evaluate various perspectives associated with places and regions
- Demonstrate how personal knowledge and experiences influence an individual's perception of places

Content Standard 10 - Physical Systems

- Understand how concepts of physical geography can be applied to explain natural processes
- Understand and apply how natural processes influence the formation and location or resources
- Use basic climactic and other physical data to understand how natural processes shape environmental patterns

Content Standard 11 - Human Systems

- Explain the patterns and characteristics of human migrations at various levels
- Explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration
- Analyze the formation, characteristics and functions of urban, suburban, and rural settlements

Content Standard 12 - Human and Environment Interaction

- Make maps, globes, models, charts and geographic databases
- Describe human and natural characteristics of place and how they shape place and identity
- Demonstrate and explain ways that humans depend on, adapt to and alter the physical environment

Content Standard 13 - Limited Resources

- Compare the resources used by various cultures, countries and/or regions throughout the world
- Explain that households businesses, governments and societies face scarcity just as individuals do Present historical and current controversies about the use of resources.
- Illustrate how resources can be used in a variety of ways
- Explain how technological change and innovation improves a society's productivity and economic growth

Content Standard 14 - Economic Systems

- Describe the relationships among demand, supply and price and their roles inn a market system.
- Describe how, in a market system, government enforces property rights and provides for standardized systems

Content Standard 15- Economic Interdependence

- Explain how specialization leads to more efficient use of economic resources and economic growth
- Explain why trade encourages specialization

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Unit 1- Prehistory

Introduction

The Prehistory unit deals with the Paleolithic and Neolithic Ages. It focuses first on the lifestyle of the earliest humans-the food gatherers of the Paleolithic Age. The major focus of the unit is on the discoveries and inventions of these early people, such as: tools, language, fire and clothing, and how these provided a basis for later cultural development. Students learn how early humans met their needs for food, shelter, clothing and safety by learning to cooperate and live in groups.

During the Neolithic Age, the beginning of farming, domestication of animals, and the formation of villages set a pattern followed by later civilizations. Students will examine how these changes had a profound impact on the society of early peoples. These changes in human lifestyle led to the development of government and a more sophisticated economy.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|--|--|--|---|--|
| <p>Unit 1 Prehistory</p> | <p>Students will:</p> <ol style="list-style-type: none"> 1. Evaluate how the lifestyles of hunter-gatherers differ from that of settled farmers and herders. 2. Explain how the government developed in Neolithic society. 3. Explain why people developed a specialization of labor and trade. 4. Compare how technology changed from the Paleolithic to the Neolithic Period. 5. Provide examples of the religious beliefs of prehistoric people 6. Discuss the factors that allowed people to migrate. 7. Examine the problems and challenges they faced? 8. Summarize the contributions to modern civilization were developed during the prehistoric period. | <ul style="list-style-type: none"> • <i>Read chapters on Prehistoric Humans</i> <i>Text: Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995.</i> • <i>Group activity creating a living time line of human history</i> • <i>Lecture and note taking activity on similarities and differences between Paleolithic and Neolithic Ages</i> • <i>Read Arthur C. Clarke's short story, History Lesson</i> • <i>Filmstrip- Evidence of the Past</i> • <i>National Geographic Video- Mysteries of Mankind</i> • <i>Group activity – assembling pottery from shards</i> • <i>Study of cave painting</i> • <i>Art activity – painting with natural dyes</i> • <i>Cloze activity using article from <u>Hartford Courant</u> "Ice yields Bronze Age man's body," Thursday, Sept. 26, 1991</i> • <i>Internet resources to follow up on Iceman information</i> • <i>Worksheets describing the difference between fact vs. opinion</i> • <i>Reading " Beating the Bush for Big Bugs" from <u>The Eat-A- Bug Cookbook</u></i> <p>SUGGESTED CHALLENGE ACTIVITIES</p> <ul style="list-style-type: none"> • <i>Archaeological salted dig at</i> | <ul style="list-style-type: none"> • Chapter quizzes • Unit test • Worksheets and note-taking activities that accompany media and lectures • Complete chapter overview using chart based on essential questions • Rubric to assess project | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • Arthur C. Clarke, <i>History Lesson</i> • National Geographic's <i>Mysteries of Mankind</i> • <i>Filmstrip - Evidence of the Past</i> • Video National Geographic's <i>Real Iceman</i> • Video <i>Iceman</i> • Article, " <i>Beating the Bush for Big Bugs,</i>" from <i>The Eat-A- Bug Cookbook</i> • Sylvester, Diane and Mary Wiemann. <i>Mythology-Archeology-Architecture</i> . Santa Barbara, CA: The Learning Works., 1982. |

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| | | <p>Bicentennial Pond, Mansfield, CT</p> <ul style="list-style-type: none">• Researching and reporting on tools of the period and making reproductions of the same• Design a shelter of early people and include a report that describes the resources• Field trip to the Mashantucket Pequot Museum and Research Center, Mashantucket, CT | | |
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Unit 2 Mesopotamia

Introduction

The Mesopotamia unit focuses on the development of civilization from around 3500 to 1800 B.C. Because humans had to master the natural environment in order for civilization to develop, the unit provides information on Sumerian agriculture and related occupations. Students will be made aware of how a social system emerges, particular attention will be paid to daily life, which centered on the home, temple, school and shop. The unit will explore the rise of the city-state, the political and social structure of Mesopotamia, along with the contributions of Mesopotamia to other civilization.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|---|---|---|--|---|
| <p>Unit 2 Mesopotamia</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Identify the characteristics of a river valley culture • Assess the importance of river valleys in the development of civilization • Describe how religion, family life and government influenced Sumerian civilization • Compare life in Mesopotamia to that of modern society • Compare Hammurabi's code to modern day laws • Explain why Hammurabi and his reforms were important • List the contributions and advancements made by the people of Mesopotamia • Demonstrate understanding of the contributions made by Mesopotamians to later civilizations | <ul style="list-style-type: none"> • Read Chapter- Mesopotamia • Video " Daily Life in the Fertile Crescent • <i>Daily life in the Ancient World</i> 937 #5 • Filmstrip <i>Ancient Civilization's</i> 9123# 2 National Geographic • Hammurabi's Code, ditto • Epic of Gilgamesh- story and worksheet • Babylonian temple, cloze activity • Cloze Activity on Sumerian Recipe from Sunday Telegram March 4, 1990 • Ditto on Sumerian proverbs • CD Rom- Egypt and Fertile Crescent, National Geographic • Stories suggested from Bostick, Nancy et.al, Ancient Civilizations. New York: Allyn-Bacon Inc., 1971. <p>p. 40-41 <i>The Story of Babylon</i> p. 45 <i>What Happened Here</i> p. 78-79 <i>The Sumerian Story of Creation</i> p. 102 <i>A Bad Day at School</i> p. 48-49 <i>The Key to Strange Writing</i></p> <p>Suggested Challenge Activities</p> <ul style="list-style-type: none"> • Illustrate scenes of agriculture, specialization of labor, government, or laws and include a written explanation of your illustration <p>SUGGESTED CHALLENGE ACTIVITY Civilization Game Simulation</p> | <ul style="list-style-type: none"> • Chapter quiz • Evaluation of in class worksheets • Evaluation of chapter project | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • Bostick, Nancy et.al, Ancient Civilizations. New York: Allyn-Bacon Inc., 1971. • Video " Daily Life in the Fertile Crescent • CD Rom- Egypt and Fertile Crescent, National Geographic |

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Unit 3 Egypt
Introduction

The Egypt unit focuses on the development of Ancient Egypt and the changes in society during the Old, Middle, and New Kingdoms. Comparisons will be made with Sumerian civilization. Special attention will be paid to the importance of the Nile River to the development of Egypt, the significance of the pharaoh as a political and religious leader, and the contributions of Egypt to other civilizations. Students will learn about how and why pyramids were made, Ancient Egyptian religion and mummification.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|--------------------------------|---|--|--|---|
| <p>Unit 3 Egypt</p> | <p>Students will:</p> <ol style="list-style-type: none"> Analyze how and why the Nile River was important to the growth of Egyptian civilization Discuss how pharaohs, pyramids and religious beliefs influenced the Old Kingdom. Analyze the influence of events during Egypt's Middle Kingdom Explain why Egyptian civilization grew and then decline during the New Kingdom. Summarize Ancient Egyptian contributions to other civilizations. Compare theories of pyramid building Explain the purpose and steps in the mummification process | <ul style="list-style-type: none"> Textbook: Chapter 4 Slide and Tape : Treasures of Tutankhamon" 913 #6 Jackdaw : Tutankhamon and the Discovery of the Tomb" Filmstrip Kit, "Life in Ancient Times 913 #7 " life in Ancient Egypt PBS Video, MacCauley, David. Pyramids Lecture and Internet exploration on pyramid building Video and lecture on mummification Ditto on Negative Confessions Reading and worksheet on Hatshepsut Internet site on Hatshepsut PBS Video "This Old Pyramid" Reading and worksheet on Cleopatra National Geographic Video : "Egypt: Quest for Eternity" <p><i>SUGGESTED ENRICHMENT ACTIVITY</i></p> <ul style="list-style-type: none"> Make a model of a pyramid, include a written explanation Create a How-To book on mummification with illustrations. Make a clay cartouche of your name in conjunction with the art teacher | <ul style="list-style-type: none"> Chapter quiz Evaluation of in class worksheets Evaluation of chapter project | <ul style="list-style-type: none"> Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. Slide and Tape : Treasures of Tutankhamon" 913 #6 Filmstrip Kit, "Life in Ancient Times 913 #7 " life in Ancient Egypt PBS Video, MacCauley, David. Pyramids PBS Video "This Old Pyramid" Matthies, Susanna. <u>Egyptians-Maya-Minonas</u>. Santa Barbara, CA: The Learning Works, 1986 |

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Unit 4-Eastern River Valley Civilizations

Introduction

This unit deals with the development of the Harappan and Shang civilizations in the eastern river valleys of South Asia and China. Despite the fact that less is known about life in these civilizations than in earlier peoples studied, students will explore what legends and artifacts have taught us about these eastern cultures. A special emphasis will be placed on the idea that civilization did not emerge in one place but developed independently and spread throughout the world. Comparisons will be made to earlier river valley civilizations.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|---|--|--|--|---|
| <p>Unit 4- Eastern River Valley Civilizations</p> | <ol style="list-style-type: none"> 1. Discuss how Indus River Valley civilizations developed and declined 2. Summarize what can be learned from the ruins of the ancient cities of Harappa and Mohenjo-daro. 3. Explain how religion influenced the Shang dynasty. 4. Examine reasons for the decline of the Shang dynasty. 5. Compare and contrast the advances and contributions of these cultures to others we have studied. | <ul style="list-style-type: none"> • Read chapter from textbook <u>Human Heritage</u> • CD- National Geographic China and India • Reading and worksheet on Mohenjo-daro • Reading and worksheet on Ancient China • Ditto- True/false, correcting false statements based on facts about the cultures <p><i>SUGGESTED ENRICHMENT ACTIVITY</i></p> <ul style="list-style-type: none"> • Make or draw a model of an Indus River city. | <ul style="list-style-type: none"> • Chapter quiz • Evaluation of chapter worksheets • Evaluation of chapter projects | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • CD- National Geographic China and India |

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Introduction
Unit 5 Greece

This unit examines the history of the Ancient Greeks from the rise of the Minoan and Mycenaean civilizations to the conquest of Greece by the Romans. The connections between the Minoan and the Greek culture are examined, as is, the historical background surrounding the Trojan War. The rise of the polis as a political and geographic center of Greek life, and the importance of the city-states of Athens and Sparta are explored in detail. A major focuses of this unit will be include the advancements in thinking, government, architecture, and the arts, as well as key people who made these advances possible. Further lessons will highlight the impact of the Peloponnesian Wars, the rise of Hellenistic culture and the eventual conquest of Greece by the Romans.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|----------------------------------|---|--|---|--|
| <p>Unit 5- Greece</p> | <p>Students will:</p> <ol style="list-style-type: none"> 1. Describe what life was like for the Minoans. 2. Explain how the Dark Age affected the Aegean world. 3. Examine the development of Greek culture through a study of the Minoan and Mycenaean civilizations. 4. Evaluate how geographic factors influenced the development of the Greek city-states. 5. Compare the Athenian and Spartan way of life. 6. Explain reasons for conflict among Greek city-states as well as with Persia. 7. Compare the original Greek Olympics to those of modern day. 8. Identify individuals who contributed to the advancement of arts, sciences, and politics. 9. Compare the democracy of Athens to democracy today. 10. Describe how the Greeks honored their gods and goddesses. 11. Describe how Alexander the Great helped spread Greek culture. 12. Discuss how Socrates, Plato, Aristotle, and other Greek thinkers influenced the development western civilization. | <ul style="list-style-type: none"> • Read chapter from textbook <u>Human Heritage</u> • Minoan and Mycenaean myths, including: <ul style="list-style-type: none"> -Theseus and the Minotaur, -Pandora and Prometheus • Cooperative learning activity on Minoan and Mycenaean life. • National Geographic CD on Ancient Greece. • Cooperative learning activity on Minoan houses and palaces. • Video-"Everyday Life in Ancient Greece • Architecture lecture-PowerPoint presentation • Activity on the Golden Mean • Cooperative learning activity on the Olympics • Faux Olympics <p><i>SUGGESTED ENRICHMENT ACTIVITIES</i></p> <ul style="list-style-type: none"> • Art project, architectural detail of a Greek temple in conjunction with the art teacher. • Make a skit or video on people and events in Greek history. • Make an activity booklet on Ancient Greece | <ul style="list-style-type: none"> • Chapter quizzes • Evaluation of in class worksheets • Evaluation of chapter projects • Unit test | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • Video-"Everyday Life in Ancient Greece • National Geographic CD on Ancient Greece. • Matthies, Susanna. <u>Egyptians- Maya- Minonas</u>. Santa Barbara, CA: The Learning Works, 1986 |

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| | | <ul style="list-style-type: none">• Design a PowerPoint presentation on some aspect of Greek life. | | |
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UNIT 6- AFRICA AND THE AMERICAS

Introduction

The first half of this unit focuses on the kingdoms and empires of sub-Saharan Africa. Comparison between the Kush, Axum and Ancient Egyptians will be included. Students will explore how West African and East African civilizations developed and grew through trade. We examine how trade furthered the contact between African civilizations and neighboring cultures.

The second half of this unit explains why bands of people crossed into the Americas from Asia. It examines the various civilizations that developed in Meso-America as a result of that migration. The rise and fall of the Incas, Mayans and Aztecs as well as their contributions and advances will be explored.

The influences of these early cultures will be compared to cultures previously studied.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|---|---|--|--|---|
| <p>Unit 6- Africa and the Americas</p> | <p>Students will:</p> <ol style="list-style-type: none"> 1. Locate the areas inhabited by all the cultures in this unit. 2. Compare the civilizations of Kush and Axum to Ancient Egypt. 3. Identify Western African kingdoms, their contributions and unique features. 4. Identify the Eastern African kingdoms, their contributions and unique features. 5. Summarize the importance of trade to the development of cultures in Africa 6. Explain the theories why people migrated from Asia to the Americas 7. Describe the civilizations that developed in Meso-America. 8. Compare the contributions and advancements of the Aztecs, Incas, and Mayans | <ul style="list-style-type: none"> • Read the chapter in textbook <u>Human Heritage</u> • Complete a comparison chart, which includes time period, location, unique features, and advances for each culture. • Video- Ancient Africa • Video • Guided reading on the Aztecs • Reading and Worksheet on Machu Picchu • Video on Machu Picchu. • Reading and worksheet on Inca quippus • Guided Internet tour of Inca ruins <p>SUGGESTED ENRICHMENT ACTIVITY Speaker- Senor Manguela Visitor to Meso-America</p> | <ul style="list-style-type: none"> • Chapter quiz • Evaluation of in class worksheets <p>Evaluation of chapter project</p> | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • Video on Machu Picchu. • Video- Ancient Africa • Video Aztecs • Video Mayans • Matthies, Susanna. <u>Egyptians- Maya-Minonas</u>. Santa Barbara, CA: The Learning Works, 1986 |

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Introduction

Unit 7 Rome

This unit deals with the history of Rome from its beginnings as a small city-state to the decline of its empire, emphasizing the legacy Rome left to the western civilization. The first part of the unit will deal with the Etruscan culture and its many contributions to Roman civilization. Further study will examine the founding and growth of the Roman Republic, including its influence on American government. Students will explore the events that led to the rise and fall of the Roman Empire. The unit ends with an examination of the process by which Christianity rose from a persecuted minority to become the official religion of the Roman Empire.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|------------------------|--|---|---|--|
| Unit 7 Rome | <ol style="list-style-type: none"> 1. Evaluate the impact of Etruscan civilization on Roman culture? 2. Describe and compare how the Roman Republic functioned in governing Rome? 3. List the problems and challenges the Roman Republic faced. 4. Identify some of the important people in the Roman society and their importance. 5. Describe the importance of the social classes in Roman society. 6. Review the reasons why the Romans moved from a republic to an empire. 7. Describe some of the aspects of daily life in Ancient Rome. 8. List some of the contributions in law and government in the reforms of Augustus and the achievements of Pax Romana? 9. Summarize the political, social, and economic factors behind the fall of the Roman Empire. 10. List some of the difficulties Christians faced in a hostile Roman society. 11. Identify some of the strengths that enabled Christianity to emerge as the official religion of the Empire. | <ul style="list-style-type: none"> • <i>Read chapters The Romans Text: Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995.</i> • <i>Lesson on legends of Romulus and Remus, Horatio at the Bridge, and Brutus and his Sons from Bostick, Nancy, and et.al. <u>The Human Adventure Greek and Roman Civilization</u>. Boston: Allyn and Bacon, 1975.</i> • <i>Reading on Etruscans</i> • <i>Video on Etruscans- The Building of Rome (In Search of History) and accompanying teacher prepared worksheets</i> • <i>Cooperative learning activity on daily life</i> • <i>National Geographic Video- In the Shadow of Vesuvius and accompanying teacher prepared worksheets</i> • <i>Video on Roman Republic- The Building of Rome (In Search of History) and accompanying teacher prepared worksheets</i> • <i>Accompanying chapter worksheets from Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995.</i> • <i>Video on Roman Army-</i> | <ul style="list-style-type: none"> • Chapter quizzes • Unit test • Worksheets and note-taking activities that accompany media and lectures • Cloze procedure used as quizzes • Rubric to assess projects | <ul style="list-style-type: none"> • <i>Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995.</i> • <i>The Rise of Rome, In Search of History...</i> • <i>Bostick, Nancy, et.al. <u>The Human Adventure Greek and Roman Civilization</u>. Boston: Allyn and Bacon, 1975.</i> • <i>Our Heritage from the Past World of Ancient Rome, Troll Video, Guilford, CT: Troll Associates, 1986.</i> • <i>Great Cities of the Ancient World- Rome and Pompeii, Chicago, IL, Questar Video, 1994.</i> • <i>Matthies, Susanna. <u>Egyptians- Maya- Minonas</u>. Santa Barbara, CA: The Learning Works, 1986</i> |

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| | <p>12. Describe the relationship between the organization of the Christian Church and the structure of Roman government.</p> | <p><i>The Building of Rome (In Search of History) and accompanying teacher prepared worksheets</i></p> <ul style="list-style-type: none"> • <i>Lecture on Roman architecture and building techniques</i> • <i>Filmstrip and worksheet on Daily Life</i> • <i>Video Roman City from PBS</i> • <i>Lecture on the Fall of Rome</i> | | |
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Unit 8
The Early Middle Ages

Introduction

This unit examines the Early Middle Ages which began in western Europe after the fall of Rome and lasted until about 1,000 AD. Although classical civilization nearly disappeared during this time period, Western Europe began to create a new civilization based upon Greco-Roman culture, Christian faith, and Germanic practices. Students choose one of four chapters for study: the Germans, the Franks, the Irish and the Anglo-Saxons, or the Vikings. Class activities provide background information on all four groups. Students complete a project on the chapter of his/her choice and create his/her own quiz on that topic.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|---|--|---|--|---|
| <p>Unit 8 Early Middle Ages</p> | <p><i>Students will</i></p> <ol style="list-style-type: none"> 1. Examine the role of the Huns, the Goths, and the Vandals in the decline of the Roman empire. 2. Analyze how German laws and culture contributed to the development of cultures of the Middle Ages. 3. Explain and discuss the importance of Charlemagne in the development of feudalism. 4. Explore how Rome influenced the British Isles. 5. Examine how Christianity developed in England and Ireland. 6. Explain and describe how the Vikings way of life influenced Europe and the exploration of the New World. | <ul style="list-style-type: none"> • Read chapter in textbook <u>Human Heritage</u> • Beowulf PowerPoint presentation, followed by reading and worksheet. • Charlemagne Video, reading and worksheet • Viking packet <p>SUGGESTED ENRICHMENT ACTIVITIES</p> <ul style="list-style-type: none"> • Design the front page of a newspaper with stories and events from one of the chapters. Be creative! • Provide a visual and a written explanation of some aspect of the lives of people from one of the chapters listed (poster, diorama, etc.) • Present a short skit or video about the life of people from one of the chapters. Hand in a script. • Do an independent project. Check with your teacher. | <ul style="list-style-type: none"> • Chapter quizzes • Unit test • Worksheets and note-taking activities that accompany media and lectures • Cloze procedure used as quizzes • Rubric to assess project | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • Video <i>Charlemagne</i> • <i>Charlemagne</i>, Internet biography • Viking Videos • Conway, Lorraine. <u>The Middle Ages Castles, Kings and Knights in Shining Armor</u>. Carthage, IL: Good Apple, Inc., 1987. • Kallya, Zelma. <u>Kings Queens, Castles, and Crusades Life in the Middle Ages</u>. CA: Good Apple, 1997. • Hammond, Peter, ed. <u>Royal Armouries</u>. Longman Activity Guide. • Ross, Cynthia. <u>Medieval Times</u>. CA: Teacher Created Materials, Inc., 1992. |

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Mansfield Public Schools
Grade 7- Social Studies Curriculum

Unit 9 The Middle Ages

Introduction

The Middle Ages unit examines the changes that took place in Western Europe during the period from about 1000 to about 1300_{A.D.} The study begins with an explanation of feudalism and a description of what life was like in feudal society. The relationship between lord and vassals, nobles, clergy and peasants, and the interconnected rules of responsibility that existed between these groups will be outlined. Students will study the purpose of knights in medieval society and will learn the steps in becoming a knight. Other aspects of feudal society will be covered, including the role and impact of the Roman Catholic Church and the Crusades and their effect on the Western Europe and the Near East. Societal changes will be explored as towns and trades replace manors and feudal lords in the hierarchy of social organization. The impact of the Black Plague will also be discussed.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|---|---|---|--|---|
| <p>Unit 9 The Middle Ages</p> | <p><i>Students will</i></p> <ol style="list-style-type: none"> 1. Discuss why feudalism developed in Western Europe. 2. Describe the roles played by lords and vassals. 3. Illustrate life in a castle. 4. Explain how nobles achieved knighthood. 5. List the duties of a knight. 6. Recite the code of chivalry 7. Imagine and describe what life was like on a medieval manor. 8. Examine the influence of the Roman Catholic Church on life in the Middle Ages. 9. Compare what learning was like in a monastery school and university to life today. 10. Explain why the Crusades took place and the effect of these holy wars. 11. Analyze how the growth of trade led to the rise of towns in the Middle Ages. 12. Discuss how merchants became an important part of European life. 13. Illustrate what living conditions were like in medieval towns. 14. Explain why guilds were formed, how guilds functioned in medieval towns. 15. Summarize the cultural changes that took place in the late Middle Ages. | <ul style="list-style-type: none"> • Read chapters in textbook <u>Human Heritage</u> • Feudal contract cooperative activity. • Recite code of chivalry • Video: Feudal society • Video: "The Castle" • PBS, MacCauley, David. The Castle. • Cooperative Activity on Monastery life. • Video: The Church with worksheet • PBS, MacCauley, David. The Cathedral • The Town-video and worksheet • Activity Books • Heraldry Activity • Medieval fair preparation • Guild signs • Costume making • Game and booth designs • Food preparation. • Ivanhoe video • Brother Cadfile, PBS mysteries • <i>One Corpse too Many</i> • Field trip to Higgins Armory and All Saints Church, Worcester, Massachusetts | <ul style="list-style-type: none"> • Chapter quizzes • Unit test • Worksheets and note-taking activities that accompany media and lectures • Cloze procedure used as quizzes • Rubric to assess projects • Field trip evaluative essay | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • Video: "The Castle" PBS, MacCauley, David. The Castle. • PBS, MacCauley, David. The Cathedral • Perfect- Miller, Suzanne The Players of A renaissance Fair. East Windsor Hill, CT" Synergetics, 1988. |

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Mansfield Public Schools
Grade 7- Social Studies Curriculum

Unit 10 The Renaissance

Introduction

Unit 10 will examine the changes that took place from about 1300 AD to 1500 AD in a period known as the Renaissance. This period will examine the new attitudes of western Europeans and their feelings toward the world around them. Students will examine the Reformation in Italy and its spread northwards into the rest of Europe. Special attention will be given to the art, literature and the technology of the period.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)

| Unit | Learning Objectives | Activities | Assessment Strategies | Resources |
|--|---|---|---|--|
| <p>Unit 10 The Renaissance</p> | <p><i>Students will.</i></p> <ol style="list-style-type: none"> 1. understand the conditions existing in the Italian city states which gave rise to the Renaissance 2. Identify individuals important to Renaissance society 3. Understand and appreciate the cultural achievements of the Renaissance by comparing the contributions and achievements of significant individuals. 4. Describe how the Renaissance spread 5. Discuss how the Church and government influenced the Renaissance Summarize the Renaissance in England | <ul style="list-style-type: none"> • Read chapters in textbook <u>Human Heritage</u> • Comparison study of Renaissance Women- Isabella d'Este and Catherine deMedici Information gathered from the Internet. Worksheet to follow. • Leonardo daVinci various cooperative activities • Make a Renaissance country box- shoe box size with symbols or items to represent people and contributions of that country. Use the countries covered in the chapter. Include a written explanation of what is in the box and why. • Write a five-paragraph essay on the people and contributions to the Renaissance of a country of your choice. Include an introduction, body with support for your ideas, and a conclusion. Write in your own words. Use two or three sources, identify your sources. Essay should be about one and one-half pages long. • Choose a country in the chapter and write a letter by a person living in that country to another person. Try to get them to move to your country in the Renaissance period. Include lots of reasons why. Use proper friendly letter technique. | <ul style="list-style-type: none"> • Chapter quizzes • Unit test • Worksheets and note-taking activities that accompany media and lectures • Rubric to assess project | <ul style="list-style-type: none"> • Greenblatt, Miriam and Peter S. Lemmo. <u>Human Heritage</u>. Columbus, Ohio: Merrill Publishing Company, 1989 and 1995. • CD Art Gallery • Poster "Italian Renaissance" Alarion Press, Boulder Colorado • Websites Leonardo da Vinci Page at the Boston Museum of Science • "Leonardo da Vinci," Microsoft Encarta Copyright c 1994, Microsoft Corporation. |

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| | | <p>Your letter should be a one to one and one-half page long.</p> <ul style="list-style-type: none">• Answer the questions at the end of the chapter Reviewing Facts 1-11 (blue book) or Check for Understanding 1-8 and Critical Thinking 1-4 (red book) PLUS define the vocabulary from the end of the chapter. | | |
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Mansfield Public Schools
Grade 7- Social Studies Curriculum

On-going study- Current Events

Introduction

Because of the global nature of our ever-changing world, students need to be aware of events occurring throughout the world. Current events are highlighted and discussed on a regular basis. Special emphasis is given to identifying locations, key people and issues, as well as understanding the relationships among newsworthy groups. Whenever it is possible, these events are tied to their historical antecedents. Special attention is given to stories that are tangential to our drug and alcohol studies or other health related issues. Follow-up quizzes are given to assess understanding.

Sources: Daily newspapers, local and national news programs (television and radio), Internet sources, various news magazines.

Content Standards and Essential Questions can be found at the start of this document. (See pages 2-5)