

BRSU Social Studies Curriculum

Unit Title:	Medieval Europe (including Renaissance, Reformation & Age of Exploration)
Grade:	7
Pacing Guide:	9 weeks

Enduring Understandings:

- ▶ Everyone has a culture. It shapes how we see the world, ourselves and others.
- ▶ The geography of the Europe played a very influential role in its growth and development, and the spread of ideas around the world.
- ▶ Ancient civilizations have made significant contributions to the development of global civilization.

Essential Questions:

What contributions did Medieval Europe make towards the development of World civilization?

Focusing questions:

- a. What was the structure of the civilization (social, religious, political, economic) in Medieval Europe?
- b. What role did religion play in the culture of Medieval Europe?
- c. What was the Reformation?
- d. What was the Renaissance?
- e. How did Italy's location impact its role in the Renaissance?
- f. How did the development of trade lead to world exploration?
- g. What aspects of the Medieval European culture made it unique from other civilizations?
- h. How did Italy's location impact its role in the Renaissance?

Why did Feudalism develop in Medieval Europe?

Focusing questions:

- a. How was society structured under Feudalism?
- b. How did the development of the feudal system lead to stability in Europe?
- c. How did the establishment of towns and cities bring about the end of feudalism?

Vermont Grade Expectations:

H&SS 7-8: 8	History
	<p>Students connect the past with the present by...</p> <ul style="list-style-type: none">• Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i

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<p>H&SS 7-8: 9</p> <p>H&SS 7-8: 10</p>	<p>History</p> <p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Reading and interpreting historic maps. i <p>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. i
<p>H&SS 7-8: 11</p> <p>H&SS 7-8: 13</p>	<p>Physical and Cultural Geography</p> <p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying and using basic elements of a variety of maps. <p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying and comparing 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). i • Describing the contributions of various cultural groups to the world, both past and present. i • Analyzing 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). i • 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). i
<p>H&SS 7-8: 16</p>	<p>Civics, Government and Society</p> <p>Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Analyze differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits. i • Identifying examples of interdependence among states and nations (e.g., transportation systems).
<p>H&SS 7-8: 20</p>	<p>Economics</p> <p>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • Comparing price, quality, and features of goods and services.

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Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The geographic, political, religious, economic and social structures of the civilizations of Medieval Europe. • The origins, accomplishments, and geographic diffusion of the Renaissance. • The historic developments of the Reformation. • The great voyages of discovery, the locations of the routes, and the influence of cartography in the development of the new European worldview. 	<ul style="list-style-type: none"> • Describe the geographic, political, religious, economic and social structures of the civilizations of Medieval Europe. • Analyze the origins, accomplishments, and geographic diffusion of the Renaissance. • Analyze the historic developments of the Reformation. • Trace the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of the new European worldview.

Potential Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ Students work in groups to create a medieval newscast.
- ▶ Hands-on art projects to gain an appreciation for Renaissance art forms.
- ▶ Create posters to show advances made in literature, art, science, mathematics, engineering, cartography and astronomy.
- ▶ Work with music department to listen to and/or create songs of the minstrels.
- ▶ Create timelines to label and illustrate the weakening of the Catholic Church and the growing protests to it.
- ▶ Make a diagram to show the structure of society under the feudal system.
- ▶ Develop a world map showing the various land and water routes used in trade and exploration.
- ▶ See [History Alive! The Medieval World and Beyond](#) for activities.

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Terms/concepts	Resources
<ul style="list-style-type: none"> • Eurasia • Middle ages • Medieval • Monks • Monasteries • Benedict • Charlemagne • Knights • Vassals • Feudalism • William the Conqueror • Manor • Serfs • Chivalry • Excommunicate • Pope Gregory 7th • King Henry 4th Germany • Crusades • Holy land • Pope Urban 2nd • King Richard 1st • Clergy • Friars • Francis of Assisi • Thomas Aquinas • Natural law • Magna Charta • Parliament • Hundred Years War • Joan of Arc • Black Death • Heresy • Reconquista • Spanish Inquisition • Renaissance • Humanism • Michelangelo • Da Vinci • Johann Guttenberg • Shakespeare • Reformation • Martin Luther • Protestants • John Calvin • Catholic reformation • Scientific Revolution 	<ul style="list-style-type: none"> • <u>History Alive! The Medieval World and Beyond</u>, Units 1, 7 & 8. • <u>http://medievaleurope.mrdonn.org/lessonplans.html</u> - If you ignore the obnoxious wagging dog on the home page, this site is a vast resource of units, lessons, activities and links on all aspects of the Medieval times. • <u>http://edsitement.neh.gov/view_lesson_plan.asp?id=257</u> • -An Edsitement website with a lesson called, "What was Columbus thinking?" • <u>http://worldhistory.mrdonn.org/middleages.html</u> - A Donn website that has a wide variety of links with lessons and activities for Medieval Times, including such categories as rulers, the church and daily life. • <u>www.shoshone.k12.id.us/medieval/lesson.htm</u> - A variety of lessons that also align with the Idaho Achievement Standards. • <u>www.besthistorysites.net/Medieval_Europe.shtml</u> - While this site has a multitude of links, they are more for a teacher's content knowledge, and less a site for turnkey lesson plans. It is still worth a look. • <u>www.renaissanceconnection.org/lessonplans.html</u> - A site with several printable middle level lesson plans on the Renaissance. • <u>www.cloudnet.com/~edrbsass/edhist.htm</u> - History lesson plans and resources, including grade level plans on the Reformation and Age of Exploration.

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Terms/concepts	Resources
<ul style="list-style-type: none">• Scientific method• Henry the Navigator• Vasco De Gamma• Columbus• Magellan• Circumnavigate	

BRSU Social Studies Curriculum

Unit Title:	Mesoamerica
Grade:	7
Pacing Guide:	4 weeks

Enduring Understandings:

- ▶ Everyone has a culture. It shapes how we see the world, ourselves and others.
- ▶ The geography of Mesoamerica played a very influential role in its growth and development.
- ▶ Ancient civilizations have made significant contributions to the development of global civilization.

Essential Questions:

What contributions did Mesoamerica make towards the development of World civilization?

Focusing questions:

- a. What did they develop in the areas of mathematics, astronomy, and use of a calendar?

What aspects of the Mesoamerican culture made it unique from other civilizations?

Focusing questions:

- a. What were the major Mesoamerican civilizations and where were they located?
- b. How were the major Mesoamerican cultures similar and different?
- c. How did the Mayans, Aztecs and the Incans alter their environments to improve their way of life?

Vermont Grade Expectations:

	History
H&SS 7-8: 8	<p>Students connect the past with the present by...</p> <ul style="list-style-type: none"> • Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?). • Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i
H&SS 7-8: 9	<p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Reading and interpreting historic maps. i

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H&SS 7-8: 10	History
H&SS 7-8: 11	<p style="text-align: center;">Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • 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. i • Understanding a variety of calendars (e.g., Islamic, Jewish, Chinese) and reasons for their organizational structures (e.g., political, historic, religious). • 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).
H&SS 7-8: 12	<p style="text-align: center;">Physical and Cultural Geography</p> <p style="text-align: center;">Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • 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. i • Identifying and using basic elements of a variety of maps. <p style="text-align: center;">Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • Generating information related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to draw conclusions and recommend actions (e.g., damming the Yangtze River). i
H&SS 7-8: 13	<p style="text-align: center;">Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying and comparing 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). i • 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). i

Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec and Incan societies. • How and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. • The artistic and oral traditions and architecture of the three civilizations. • The Mesoamerican achievements in astronomy, mathematics, and the development of the calendar. 	<ul style="list-style-type: none"> • Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec and Incan societies. • Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. • Describe the artistic and oral traditions and architecture of the three civilizations. • Describe the Mesoamerican achievements in astronomy, mathematics, and the development of the calendar.

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Potential Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ Create posters to display the various Aztec and Mayan gods.
- ▶ Label and illustrate timelines of major developments in each civilization.
- ▶ Make calendars and provide written explanations to justify their system of dates.
- ▶ Build models to demonstrate various farming techniques (terrace, floating, slash and burn).
- ▶ Create a relief map to show the location of the different cultures in the Central and South American regions.
- ▶ Develop a graphic organizer to show the similarities and differences between the civilizations.
- ▶ See History Alive! The Medieval World for activities.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Maya • Aztec • Inca • Maize • Observatories • Causeway • Conquistadores • Cortez • Montezuma II • Quechua • Masonry • Athualpa • Pizzaro • Tenochtitlan • Floating gardens • Slash and burn agriculture • Human sacrifice • Machu Pichu • Quipus • Cuzco 	<ul style="list-style-type: none"> • <u>History Alive! The Mesoamerican World</u>, Unit 6 • http://school.discoveryeducation.com/lessonplans/programs/ancientartifacts/ - A Discovery Education website with lessons on Ancient American Artifacts that cover the Maya, Aztec and Inca periods. • www.coreknowledge.org/CK/resrcs/lessons/5_97_AztecIncaMaya.pdf - A PDF file that contains an entire 5th grade unit on the Maya, Aztec and Incas. It is complete with individual lesson plans, maps and student worksheets. • http://mpc.byu.edu/Education/Teaching%20Kits/MesoamericaKit.dhtml - The Mesoamerica Kit from the Museum of People and Culture site. You can download several PDF files of a variety of lesson topics. • www.archaeolink.com/ancient_aztec_civilization.htm - A website with a plethora of links to resources for Ancient Aztecs.

BRSU Social Studies Curriculum

Unit Title:	Japan
Grade:	7
Pacing Guide:	5 weeks

Enduring Understandings:

- ▶ Everyone has a culture. It shapes how we see the world, ourselves and others.
- ▶ The geography of the Japan played a very influential role in its growth and development.
- ▶ Ancient civilizations have made significant contributions to the development of global civilization.

Essential Questions:

What contributions did ancient Japan make towards the development of World civilization?

What were the characteristics of Japan's Golden Age?

Focusing questions:

- a. When was the Heian period?
- b. What cultural developments came out of the Heian period?

What aspects of the Japanese culture made it unique from other civilizations?

Focusing questions:

- a. How was Japan influenced by outside cultures?
- b. How was Feudal Japan different than Ancient China?
- c. How did the isolation of being an island nation impact to the development of Japanese culture?

Vermont Grade Expectations:

H&SS 7-8: 8	History
	Students connect the past with the present by... <ul style="list-style-type: none">• Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i

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<p>H&SS 7-8: 9</p> <p>H&SS 7-8: 10</p>	<p>History</p> <p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Reading and interpreting historic maps. i <p>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. i
<p>H&SS 7-8: 11</p> <p>H&SS 7-8: 12</p> <p>H&SS 7-8: 13</p>	<p>Physical and Cultural Geography</p> <p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying and using basic elements of a variety of maps. <p>Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • Recognizing patterns of voluntary and involuntary migration in the U.S. and world. <p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying and comparing 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). i • Describing the contributions of various cultural groups to the world, both past and present. i • Analyzing 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). i • 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). i
<p>H&SS 7-8: 15</p>	<p>Civics, Government and Society</p> <p>Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • Describing how rules and laws are created (e.g., participating in a simulation about creating a new law).

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Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The significance of Japan’s proximity to China and Korea and the influence of those countries on Japan. • The values, social customs and traditions prescribed by the lord-vassal system and the lasting influence of the warrior code. • The development of Japanese Buddhism. • The rise of a warrior class/military society and the role of samurai in that society. 	<ul style="list-style-type: none"> • Describe the significance of Japan’s proximity to China and Korea and the influence of those countries on Japan. • Explain the values, social customs and traditions prescribed by the lord-vassal system and the lasting influence of the warrior code. • Trace the development of Japanese Buddhism. • Analyze the rise of a warrior class/military society and the role of samurai in that society.

Potential Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ Create a social pyramid poster to explain the Japanese feudal system.
- ▶ Mapping activity to show the proximity of Japan to other Asian cultures.
- ▶ Students will create a play based on the story of the *47 Ronin*, that shows the influence of the warrior code (Bushido).
- ▶ Research the beliefs of Buddhism and Shinto and create a graphic organizer to share their results. Possible Inquiry Activity.
- ▶ See [History Alive! The Medieval World](#) for other activities.

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Terms/concepts	Resources
<ul style="list-style-type: none"> • Buddhism • Shinto • Archipelago • Shogun / Shogunate • Daimyo • Samurai • Feudal • Vassal • Code of Bushido • Clans • Region • Zen • Figurehead • Emperor • Court • Kamakazi • Isolation • Tokogawa • Mongols 	<ul style="list-style-type: none"> • <u>History Alive! The Medieval World and Beyond, Unit 5</u> • <u>The 47 Ronin</u>, by John Allyn, Tuttle Publishing, Rutland, Vt. 2006. • http://countries.pppst.com/japan.html - This site has a wide variety of PowerPoint presentations about Japan's culture and history. • http://countries.mrdonn.org/japan.html - Japan lesson plans, past and present. • http://ci.unlv.edu/ALib/TeachJapan.html - Teaching about Japan links. A wide variety of sites for teachers to use for lesson planning or content knowledge. • www.globaled.org/japanproject/lessons/lesson03.php -The Japan Project Website. While this is developed for 9-12, it has a comprehensive lesson on Feudal Japan that might be used for this grade level. • www.iie.org/jfmf - Fulbright Memorial Teacher Program site. What better resource for a Japan unit than to visit Japan. Check out this program and/or its past participants as a resource for your classroom.

BRSU Social Studies Curriculum

Unit Title:	China
Grade:	7
Pacing Guide:	5 weeks

Enduring Understandings:

- ▶ Everyone has a culture. It shapes how we see the world, ourselves and others.
- ▶ The geography of Asia played a very influential role in China's growth and development.
- ▶ Ancient civilizations have made significant contributions to the development of global civilization.

Essential Questions:

What contributions did ancient China make towards the development of World civilization?

Focusing questions:

- a. What was the civil service system that was developed by China?
- b. Why was the discovery of the magnetic compass important?
- c. Why was gunpowder such an important invention?
- d. What was the impact of the invention of paper-making and woodblock printing?
- e. How did the Chinese discoveries of inoculation and vaccines help prevent disease?
- f. What impact did the Silk Road have on life in and out of China?
- g. How is silk made and why was it such a guarded secret?

What aspects of the Ancient Chinese culture made it unique from other civilizations?

Focusing questions:

- a. What is imperial government? How did imperial dynasties justify their power?
- b. What impact did Confucianism have on Chinese culture?
- c. How did Buddhism come into China?

Vermont Grade Expectations:

	History
H&SS 7-8: 8	Students connect the past with the present by... <ul style="list-style-type: none">• Explaining differences between historic and present day objects in the United States and/or the world, evaluating how the use of the object and the object itself changed over time, (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes). i• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i

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<p>H&SS 7-8: 9</p> <p>H&SS 7-8: 10</p>	<p style="text-align: center;">History</p> <p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Reading and interpreting historic maps. i <p>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. i • Understanding a variety of calendars (e.g., Islamic, Jewish, Chinese) and reasons for their organizational structures (e.g., political, historic, religious). • 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).
<p>H&SS 7-8: 11</p> <p>H&SS 7-8: 13</p>	<p style="text-align: center;">Physical and Cultural Geography</p> <p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Using absolute and relative location to identifying major mountain ranges, major rivers, and major climate and vegetation zones and the effects of these on settlement patterns (e.g., Appalachian Mountain's effect on westward movement; overgrazing; Palestinian/Israeli conflict). • Identifying and using basic elements of a variety of maps. <p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying and comparing 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). i • Describing the contributions of various cultural groups to the world, both past and present. i • Analyzing 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). i • 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). i

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Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The various major dynasties and their contributions to history. • The historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, gunpowder, and the compass. • The development of the imperial state and the scholar-official class (civil servant.) • The importance of overland trade and maritime expeditions between China and other civilizations. 	<ul style="list-style-type: none"> • Identify the various major dynasties and their contributions to history. • Explain the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, gunpowder, and the compass. • Describe the development of the imperial state and the scholar-official class. • Understand the importance of overland trade and maritime expeditions between China and other civilizations.

Potential Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ Mapping activities to include borders at the time and trade routes and the areas of the world impacted by this contact.
- ▶ Create a museum display/presentation that would have exhibits that examine the various aspects of their study of China. This could include artifacts of inventions or cultural items. Possible Inquiry Activity.
- ▶ Research the history and present day use of major inventions from China. Report back to the class in a multimedia format. Possible Inquiry Activity.
- ▶ Construct an illustrated timeline of the Chinese dynasties.

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Terms/concepts	Resources
<ul style="list-style-type: none"> • Jade • Oracle • Social class • Lords • Peasants • Confucius • Epics • Daoism • Great Wall • Sundial • Acupuncture • Silk • Silk road • Diffusion • Grand canal • Porcelain • Block printing • Gun powder • Compass • Bureaucracy • Civil service • Isolationism • Dynasties • Forbidden City • Terra Cotta soldiers • Buddhism 	<ul style="list-style-type: none"> • <u>History Alive! The Medieval World and Beyond</u>, Unit 4 • <u>http://webtech.kennesaw.edu/jcheek3/china.htm</u> - A very comprehensive list of websites on China, both historic and cultural, for all grade levels. A great resource for almost any classroom need. • <u>www.archaeolink.com/ancient_china_lesson_plans.htm</u> - Ancient China lesson plans and resources. • <u>http://school.discoveryeducation.com/lessonplans/programs/greatwall/</u> • Discovery Education site with lesson on the Great Wall. • <u>http://edsitement.neh.gov/view_lesson_plan.asp?id=381</u> - An Edsitement website that has printable lesson plans on Chinese culture and history, including Chinese Dragons and New Year customs.

BRSU Social Studies Curriculum

Unit Title:	The Islamic World
Grade:	7
Pacing Guide:	6 weeks

Enduring Understandings:

- ▶ Everyone has a culture. It shapes how we see the world, ourselves and others.
- ▶ The geography of the Muslim world played a very influential role in its growth and development.
- ▶ Ancient civilizations have made significant contributions to the development of global civilization.

Essential Questions:

What were the major contributions of the Muslim culture to world history?

Focusing questions:

- a. Who was Mohammad? How did he become a prophet?
- b. Where were the Muslim trade routes established?
- c. How did Muslim scholars preserve and pass on knowledge to medieval Europe?
- d. What were the contributions that Islamic civilization made in the areas of architecture, philosophy, science, technology, geography and navigation, medicine, bookmaking and literature, art and music, and mathematics?

What aspects of the Muslim culture made it unique from other civilizations?

Focusing questions:

- a. What are the Five Pillars of Faith and how do they influence the daily lives of Muslims?
- b. What are the ways that Islamic laws guide Muslim life?
- c. How do Islam, Judaism and Christianity compare and contrast?
- d. What was happening in Muslim lands that led European Christians to begin going on crusades at the end of the 11th century?
- e. How did the Crusades affect Christians, Muslims and Jews?

Vermont Grade Expectations:

H&SS 7-8: 8	History
	<p>Students connect the past with the present by...</p> <ul style="list-style-type: none">• Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).• Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has European colonialism influenced race relations in Africa?). i

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<p>H&SS 7-8: 9</p> <p>H&SS 7-8: 10</p>	<p>History</p> <p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Reading and interpreting historic maps. i • Evaluating attitudes, values, and behaviors of people in different historical contexts (e.g., examining how religious values have influenced historic events). i <p>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. i • Understanding a variety of calendars (e.g., Islamic, Jewish, Chinese) and reasons for their organizational structures (e.g., political, historic, religious). • Identifying important events in the United States and/or world, and describing multiple causes and effects of those events.
<p>H&SS 7-8: 11</p> <p>H&SS 7-8: 13</p>	<p>Physical and Cultural Geography</p> <p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying and using basic elements of a variety of maps. <p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying and comparing 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). i • Describing the contributions of various cultural groups to the world, both past and present. i • Analyzing 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). i • 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). i
<p>H&SS 7-8: 14</p> <p>H&SS 7-8: 15</p> <p>H&SS 7-8: 16</p>	<p>Civics, Government and Society</p> <p>Students act as citizens by...</p> <ul style="list-style-type: none"> • Explaining and critically evaluating views that are not one's own. i <p>Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • Describing how rules and laws are created (e.g., participating in a simulation about creating a new law). <p>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, and explaining how the values of the time or place influenced the issue (e.g. Kosovo, China, Vietnam). i • Citing examples, both past and present, of how diversity has led to change. (e.g., immigration of Cubans into Miami). i

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H&SS 7-8: 18	Economics
	<p>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • Explaining how goods and services around the world create economic interdependence between people in different places (e.g., writing a persuasive essay about the effects of importing oil, exporting labor, etc.). i

Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The physical features and climate of the Arabian peninsula. • Trace the origins of Islam and the life and teachings of Muhammad. • The expansion of Muslim rule through military conquest and treaties, and the acceptance of Islam and Arabic languages. • The growth of cities and trade routes and the products, inventions, and intellectual exchanges that traveled on these routes. • Compare Islam to Judaism and Christianity. 	<ul style="list-style-type: none"> • Identify the physical features and climate of the Arabian peninsula. • Trace the origins of Islam and the life and teachings of Muhammad. • Discuss the expansion of Muslim rule through military conquest and treaties... • Describe the growth of cities and trade routes and the products, inventions, and intellectual exchanges that traveled on these routes. • Identify the differences and similarities between Islam, Judaism and Christianity.

Potential Assessments:	Performance Indicators:

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Suggested Learning Experiences:

- ▶ Mapping activities to include borders at the time and trade routes and the areas of the world impacted by this contact.
- ▶ Make posters to identify similarities between Islam, Judaism and Christianity during Muhammad's time.
- ▶ Create a simulation of a Middle East bazaar. Possible Inquiry Activity.
- ▶ Make a flow chart of the major events of Muhammad's life.
- ▶ Create a play that demonstrates the causes and outcomes of the crusades from the point of view of different sides involved.
- ▶ See History Alive! The Medieval World and Beyond for other activities.

Terms/Concepts	Resources
<ul style="list-style-type: none"> • Muhammad • Oasis • Caravan • Islam • Muslim • Koran • Pilgrimage • Mosque • Hijra • Haj • Five pillars of Islam • Shia-Shite • Sunni • Tolerance • Caliph • Patron • Minarets • Calligraphy • Muezzin • Jihad • Prophets • Sunnah • Shariah 	<ul style="list-style-type: none"> • <u>History Alive! The Medieval World and Beyond</u>, Units 2 & 3 • <i>MUHAMMAD: LEGACY OF A PROPHET (DVD) \$29.95</i> - Social Studies School Service Phone: 800-421-4246 • www.theislamproject.org/education/education.htm - The Islam Project is a multimedia effort aimed at schools, communities, and individuals who want a clearer understanding of this institution. This has a great historic map section. • www.history.com/classroom/unesco/timbuktu/vocabulary.html -A History Channel site that has vocabulary and student activities for learning about this historic time and region. • http://school.discoveryeducation.com/lessonplans/programs/islamhistory/ - A Discovery History site that has lesson plans and resources for grades 6 – 8 for the history, society and civilization of Islam. • http://edsitement.neh.gov/view_lesson_plan.asp?id=499 - An Edsitement website, <i>Trekking to Timbuktu</i>. The site provides lesson plans and resources for grades 6-8 to learn about the trade roots and culture of the early Islam world. • www.cie.org - Council on Islamic Education website. Has a variety of resources, but they are rather formal and dry. This is a good academic resource, but not a source for turn-key lesson plans. • www.crf-usa.org/bria/bria15_1.html - Information and resources on the origin of Islamic law.