Grade 7 Social Studies / History  
Social Studies 7

Historical Thinking and Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Government

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Civic Participation and Skills

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

Geography

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Spatial Thinking Skills

12. Maps and other geographic representations can be used to trace the development of human settlement over time.

History

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Historical Thinking and Skills

1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of todays norms and values.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. perspective
2. objectivity
3. empathy
4. respect
5. cultural values and norms
6. maps
7. geographic representations
8. author's point of view
9. fact
10. opinion
11. reasoned judgment
12. subjectivity

Skills

1. Formulate a list of today's norms and values.
2. Critique objectivity of sources.
3. Describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of todays norms and values.
4. Understand that maps and other geographic representations can be used to trace the development of human settlement over time.
5. Understand that individual and group perspectives are essential to analyzing historic and contemporary issues.

Common Core/Literacy Standards

1. Examine events from different perspectives and compare and contrast points of view and purpose.
2. Interpret maps and geographic representations.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. Why is it important that we avoid evaluating the past in terms of today's values?
2. In what ways can we trace the development of human settlement over time?
3. In what ways does studying the past help us today?
4. Why is it important to evaluate a variety of sources before drawing conclusions?

Standards Vocabulary

1. perspective
2. objectivity
3. empathy
4. respect
5. cultural values and norms
6. maps
7. geographic representations
8. author's point of view
9. fact
10. opinion
11. reasoned judgment
12. subjectivity

Stage 2: Assessment Evidence

Democratic Values Booklet

Summative: Written Commentary

Students should depict five values they find important to a democratic society and defend and illustrate each concept. Rubrics should include: 1. There was a key concept pertaining to a democracy on each of the five pages. 2. Persuasive language was used to defend the concept. 3. There was an illustration of each concept on the page. 4. The organization of the booklet was in a logical order. 5. Key vocabulary and concepts were used. 6. The student used both facts and opinions.

Comparative Biblical Narrative

Formative: Comparative Study

Students will find 2- 4 accounts of the same Biblical story. They will analyze the differences in the author's points of view. They will write a comparative essay accounting for the differences. Rubrics should include: 1. Directions were followed. 2. The students described the authors point of view. 3. The students accounted for differences in writing. 4. The students were able to separate fact from opinion in the writings.

Comparative Population Density Maps

Formative: Comparative Study

Students should look at population density maps from 750 B.C. through 1600 A.D. Students should be assessed based on: 1. If they can properly analyze the data patterns ( i.e., : shift from settlements near water to inland cities). 2. Students should have included geographic terms. 3. Students should be able to use the map to support their data.

Advertisement

Formative: Visual Arts Project

Students create advertisements on historic events, inventions, and people from the perspective of people living at that time.

Myth Comparisons

Formative: Graphic Organizer

Students will find and read two myths about the same Greek god, such as Zeus or Athena, and use a graphic organizer to compare and contrast the two accounts of the mythological story. The class can discuss their findings and talk about why the versions may have been different.

Stage 3: Learning Plan

Learning Experiences

1. Project. Students will make a booklet about five modern democratic values they see as important. Their booklet should convince others to believe these values by using facts and opinions to support the values. It should also include illustrations, clear organization, key vocabulary and concepts, and persuasive language.
2. Cooperative Learning Groups. In groups, students will analyze four world population maps from 750 B.C. to 1600 A.D. and explain human settlement in terms of geography. A class discussion can follow as each group presents their findings.

Project. Students create advertisements on historic events, inventions, and people from the perspective of people living at that time.

Graphic Organizer. Students will read two to four accounts of the same narrative (i.e., New Testament story from the perspective of the four Gospel writers, such as the baptism of Jesus), and create a table or chart demonstrating similarities and differences in the four accounts.

Compare and Contrast. Students will find and read two myths about the same Greek god, such as Zeus or Athena, and use a graphic organizer to compare and contrast the two accounts of the mythological story. The class can discuss their findings and talk about why the versions may have been different.

Resources

1. **iPad Resources**
2. **Literature Connections**

*Black Ships Before Troy: The Story of "The Iliad"* by Rosemary Sutcliff  
*The Wanderings of Odysseus: The Story of the Odyssey* by Rosemary Sutcliff  
*The Children's Homer: The Adventures of Odysseus and the Tale of Troy* by Padraic Colum  
*The Aeneid for Boys and Girls* by Alfred J. Church  
*The Golden Fleece: And the Heroes Who Lived Before Achilles* by Padraic Colum  
*Tales of the Greek Heroes (Puffin Classics)* by Roger Lancelyn Green  
*The Greek Gods* by Bernard Evslin, Dorothy Evslin, and Ned Hoopes  
*Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin  
*D'Aulaires' Book of Greek Myths* by Ingri d'Aulaire and Edgar Parin d'Aulaire

Resources

* General Reference Site ([www.kidsclick.org](http://www.kidsclick.org))

Grade 7 Social Studies / History  
Social Studies 7

Greece

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

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Speaking & Listening

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SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Government

Roles and Systems of Government

17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

Geography

Human Systems

13. Geographic factors promote or impede the movement of people, products and ideas.

History

Early Civilizations

2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. Ancient Greek civilization
2. Greece's enduring impact
3. Greek governance and law
4. Greek engineering and technology
5. Greek art and architecture
6. Greek literature and history
7. effects of geographic factors on Greece
8. Greece's influence on modern democracy

Skills

1. Critique their own government based on democratic values.
2. Analyze migration in terms of geography.
3. Cite evidence of the lasting legacy of Ancient Greece.
4. Understand that geographic factors promote or impede the movement of people, products and ideas.
5. Understand that Greek democracy was a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

Common Core/Literacy Standards

1. Apply concepts of context clues to interpret unknown words.
2. Construct visual data to represent information gathered from text.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. What are some lasting legacies of Ancient Greece?
2. To what degree did geographic factors promote or impede the movement of people, products and ideas in Ancient Greece?
3. How does my government reflect the influence of Ancient Greece democracy?
4. How can we integrate various forms of information?

Standards Vocabulary

1. integrate
2. evaluate
3. analyze
4. collaborate

Additional Vocabulary

1. peninsula
2. epic
3. Acropolis
4. city-state
5. aristocrat
6. tyrant
7. tribute
8. philosopher
9. tragedy
10. vendor
11. agora
12. helots
13. plague
14. blockade
15. barbarian
16. assassinate

Stage 2: Assessment Evidence

Greek PowerPoint

Summative: Technology Project

At the end of the unit, students will each choose a lasting legacy of Greece. Students will convey it visually on a PowerPoint. The assessment should be based on the following: Did the student have pictures, charts, graphs, movies, or other visual representations (other than text) in the PowerPoint?Did the student describe what made this legacy unique to Greece? (i.e.,: was it an innovative idea by the Greeks? Did the Greeks improve upon an idea?)How is this topic a legacy?Did the student show modern examples of the legacy?Did the student include key concepts and vocabulary?

Classroom Topography

Formative: Performance

Students will complete a class activity by moving the furniture/ themselves in order to depict Greece's geography. Students should be assessed visually and orally. The assessment should include: 1. active participation in the activity 2. sharing of relevant information 3. classroom depiction of the topography of Greece

Types of Government Comparison

Formative: Graphic Organizer

Students will create a graphic organizer using a digital tool, such as Inspiration Software, to represent the differences between monarchy, aristocracy, and democracy. The assessment should be the graphic organizer. The rubric should be based on: Was the graphic organizer presented in a clear, easy to read format?Were all 3 forms of government contained in the organizer?Did the organizer have facts and details to support the data?Are their similarities and differences listed?

Democratic Report Card

Formative: Project

Students will create a report card grading Athens, Sparta, and the United States in terms of modern democratic values. The report card "subjects" should be topics such as freedoms, rights, responsibilities, participation, etc. They should be assessed based on: completeness of the projectorganization of the report cardability to back up their "grades" with factual evidencethe use of key terms and concepts associated with democracy

Ancient Greek Child versus Today's Child

Summative: Essay

Students will research the life of a child in ancient Greece and compare it to their lives today. After engaging in a class discussion about the similarities and differences, students will write a comparison contrast essay which indicates which lifestyle they prefer and why.

Stage 3: Learning Plan

Learning Experiences

1. Project. Each student will be assigned one of the lasting legacies of Ancient Greece to research (i.e., government, architecture, etc.). After researching, they will take the information they learned and convey it visually in a PowerPoint presentation which they will show to the class. See additional guidelines under Assessments.
2. Simulation. Students will organize classroom features, such as furniture and themselves, to represent the topography of Greece and demonstrate the promotion and impediment of migration within Ancient Greece based on its geography.
3. Graphic Organizer. Students will create a graphic organizer using a digital tool, such as Inspiration Software, to represent the differences between monarchy, aristocracy, and democracy.
4. Project. Students will create a report card grading Athens, Sparta, and the United States in terms of modern democratic values. The report card "subjects" should be topics such as freedoms, rights, responsibilities, participation, etc.
5. Research. Students will research the life of a child in Ancient Greece and compare it to their lives today. After engaging in a class discussion about the similarities and differences, students will write a comparison contrast essay which indicates which lifestyle they prefer and why.
6. Cooperative Learning Groups. Each group of students will choose and read a different Greek myth. As a group, they will decide what aspect of Greek culture is displayed in the myth. Groups will present their findings to the class.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Tales of the Greek Heroes (Puffin Classics)* by Roger Lancelyn Green  
   *The Greek Gods* by Bernard Evslin, Dorothy Evslin, and Ned Hoopes  
   *Heroes, Gods and Monsters of the Greek Myths* by Bernard Evslin  
   *D'Aulaires' Book of Greek Myths* by Ingri d'Aulaire and Edgar Parin d'Aulaire

*History for Kids: A History of Ancient Athens for Children* by Charles River Editors  
*Ancient Greece (DK Eyewitness Books)* by Anne Pearson  
*Favorite Greek Myths (Dover Children's Thrift Classics)* by Bob Blaisdell  
*Tools of the Ancient Greeks: A Kid's Guide to the History Science of Life in Ancient Greece (Build It Yourself)* by Kris Bordessa  
*Spend the Day in Ancient Greece: Projects and Activities that Bring the Past to Life* by Linda Honan  
*The Percy Jackson Series* by Rick Riordan  
*Ancient Greece (Ancient World Cultures)* by George Moore

1. Inspiration Software

Resources

* Ancient Greece (<http://www.ducksters.com/history/ancient_greece.php>)

Grade 7 Social Studies / History  
Social Studies 7

Rome

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Government

Roles and Systems of Government

17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.

Geography

Human Systems

13. Geographic factors promote or impede the movement of people, products and ideas.

History

Early Civilizations

2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

Feudalism and Transitions

3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. Ancient Roman civilization
2. Ancient Rome's enduring impact
3. Roman governance and law
4. Roman engineering and technology
5. Roman art and architecture
6. Roman literature and history
7. effects of geographic factors on Rome
8. structure and function of modern republic
9. origins and diffusion of Christianity
10. decline of the Roman Empire
11. rise of the Byzantine Empire
12. migration and transportation within the Roman Empire
13. public works in Rome

Skills

1. Critique their own government based on Roman republican values.
2. Analyze Roman migration in terms of geography.
3. Cite evidence of the lasting legacy of Ancient Rome.
4. Synthesize and connect the decline of the Western Roman Empire and the Rise of the Byzantine Empire.
5. Explain the role the Roman Empire had on the spread of Christianity.
6. Understand that Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.

Common Core/Literacy Standards

1. Apply concepts of context clues to interpret unknown words.
2. Construct visual data to represent information gathered from text.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. What are some lasting legacies of Ancient Rome?
2. To what degree did geographic factors promote or impede the movement of people, products and ideas in Ancient Rome?
3. How does my government reflect the influence of the Ancient Roman Empire?
4. How can we integrate various forms of information about history?

Standards Vocabulary

1. collaborate
2. delineate
3. analyze
4. integrate
5. evaluate

Additional Vocabulary

1. republic
2. patrician
3. plebeian
4. consul
5. veto
6. dictator
7. province
8. aqueduct
9. arch
10. census
11. villa
12. circus
13. gladiator
14. messiah
15. disciple
16. epistle
17. martyr
18. mercenary
19. inflation

Stage 2: Assessment Evidence

Census

Summative: Written Commentary

Students will take a Roman census of their school and analyze the data in collaborative groups. The assessment should include: the oral discussionthe written data used to demonstrate the census (i.e.,: charts, graphs, text, etc.)

Greek and Roman Gods

Formative: Graphic Organizer

Students can research how the Romans stole the Greek gods and gave them different names. They can then make a graphic organizer which shows the parallels between the two sets of gods. The columns of their organizer should include: Greek Name, Roman Name, Symbol, and Facts/Characteristics.

Creation Myths

Formative: Graphic Organizer

Students will read one Greek creation myth and one Christian creation myth. Using a graphic organizer, they will compare and contrast the two versions of the same creation story.

Roman Play

Summative: Dramatization

Students will write their own Roman play, creating a script using key concepts they have learned about that have contributed to a lasting legacy of Rome. Then they will act it out for the class. Students will be assessed on their written script and their performance. The rubric should include: Was the script written using key concepts and terms?Were key people or gods included in the script?Was the script presented in a logical sequence?Was the information in the script able to be conveyed visually in the acting?

Artistic Scavenger Hunt

Formative: Response Journal

Students will list different aspects of Roman art and architecture in a notebook. They will have to find samples of these features on the trip. As they go through the trip they will have to cite the specific examples of where they found the representations of these Roman styles. The assessment should include: Did the students make an accurate list of at least 6 qualities of Roman art/architecture?Was the student able to accurately list at least one example of each?

Roman Bible Map

Formative: Comparative Study

Using a map of the Roman Empire and a Bible, students will locate Biblical locations on the map and label them. Students will be assessed based on: Was their map accurately labeled?Are the plots on the map Biblical sites?Are the plots on the map contained within the Roman Empire?

Fall of Rome Commercial

Summative: Dramatization

In groups students will write and create a breaking news story based on the fall of Rome. The students should interview people who were there and include key events as if they were there when it was happening. They should also include a commercial for a product that would have been sold in the Roman Empire. The presentations can be broadcast via a Podcast or other technological tool. Rubric should include: Did the breaking news story cover factual events that happened causing Rome to fall?Did the students use key terms and concepts?Were key people interviewed for the story?Did the commercial advertise a product used in Roman times?

Resources

Stage 3: Learning Plan

Learning Experiences

1. Performance. Students will write their own Roman play, creating a script using key concepts they have learned about that have contributed to a lasting legacy of Rome. Then they will act it out for the class. Students will be assessed on their written script and their performance.
2. Field Trip. Students will take a field trip to experience Roman-influenced architecture in their community and complete a scavenger hunt activity. They will list different aspects of Roman art and architecture in a notebook. They will have to find samples of these features on the trip. As they go through the trip, they will have to cite the specific examples of where they found the representations of these Roman styles.
3. Graphic Organizer. Using a map of the Roman Empire and a Bible, students will locate Biblical locations on the map and label them. They should find passages in the Bible which illustrate key people, places, ideas, and vocabulary.
4. Cooperative Learning Groups. In groups students will write and create a breaking news story based on the fall of Rome. The students should interview people who were there and include key events as if they were there when it was happening. They should also include a commercial for a product that would have been sold in the Roman Empire. The presentations can be broadcast via a Podcast or other technological tool.
5. Cooperative Learning Groups. Students will create a Roman census of their school and analyze the data in collaborative groups. They should then put the data into visual form with a chart, graph, etc.
6. Compare and Contrast. Students will read one Greek creation myth and one Christian creation myth. Using a graphic organizer, they will compare and contrast the two versions of the same creation story.
7. Research. Students can research how the Romans stole the Greek gods and gave them different names. They can then make a graphic organizer which shows the parallels between the two sets of gods. The columns of their organizer should include: Greek Name, Roman Name, Symbol, and Facts/Characteristics.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology* by Lise Lunge-Larse  
*The Roman Colosseum: The Story of the World's Most Famous Stadium and Its Deadly Games (Wonders of the World Book)* by Elizabeth Mann  
*Roman Empire (Make It Work! History)* by Andrew Haslam  
*Greek and Roman Civilizations, Grades 5 - 8 (World History)* by Heidi M.C. Dierckx  
*Ancient Rome (High Interest Social Studies)* by George Moore

Resources

* Ancient History (Websites, PPTs, Activities) ([www.mrdonn.org](http://www.mrdonn.org))

Grade 7 Social Studies / History  
Social Studies 7

Byzantine Empire

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Geography

Human Systems

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

History

Feudalism and Transitions

3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.

5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. Germanic invasions
2. fall of the Roman Empire
3. rise of Byzantine Empire
4. destruction of Byzantine Empire
5. rise of Asia
6. Islamic achievements in medicine, science, mathematics, geography
7. trade routes connecting Africa, Asia, and Europe
8. the spread of technology and world religions

Skills

1. Create a visual representation depicting the rise of the Byzantine Empire.
2. Critique the fall of Rome and the fall of Byzantium.
3. Cite evidence describing Islamic achievements in medicine, science, math, and geography.
4. Locate and depict trade routes of Islamic people.

Common Core/Literacy Standards

1. Apply concepts of context clues to interpret unknown words.
2. Construct visual data to represent information gathered from text.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. What are some lasting legacies of Islamic civilizations?
2. To what degree did trade routes foster the spread of technology and world religions?
3. What are the different ways in which a historical text presents information?

Standards Vocabulary

1. collaborate
2. delineate
3. analyze
4. integrate
5. evaluate

Additional Vocabulary

1. schism
2. nomads
3. caravan
4. mosque
5. caliph

Stage 2: Assessment Evidence

Byzantine Sequence of Events

Summative: Graphic Organizer

Students should use a cause and effect chart or a sequence of events chart depicting the rise and fall of the Byzantine Empire. The rubric for the graphic organizer should include: The events were in order.Events leading to the rise and fall were included.There were not any events depicted that were off topic.Causality was shown.The work was titled.The organization was presented in an organized fashion that was clear and easy to read.It included key terms, concepts and people.

Fall of Rome versus Fall of Byzantium

Summative: Comparative Study

At the end of the unit, students will write a comparative report on the fall of Rome and the fall of the Byzantine Empire. The rubric for the assessment should include: Did the report contain key terms, people and concepts gained throughout the unit?Did the student present the information in a logical order?Did the student cite evidence from the text or other sources to support evidence?Did the student discuss similarities?Did the student discuss differences?

Islamic Product Commercials

Formative: Dramatization

In collaborative groups, students will choose a lasting legacy of the Muslim civilization. Students will create a commercial to advertise this lasting legacy. The rubric should include: Did the commercial contain a lasting legacy of the Muslim Empire?Did the commercial use effective language?Were key terms and concepts included in the commercial?

Map of String

Formative: Graphic Organizer

Provide for each student a photocopy of an outline map that includes Africa, Asia, and Europe. Students will locate and label (a) the Byzantine trade routes that linked the three continents and (b) the changing boundaries of the Byzantine Empire over time. Using different colors and styles of lines (all to be explained in a key to the map), students should also show (c) prominent cities, (d) land and water routes, and (e) symbols representing the goods and products exchanged along the routes. The assessment should be evaluated based on: Did the students identify the trade routes using different colors?Was the legend accurate?Were the goods, products and ideas that spread out of the Muslim world depicted on the map?

Trip to Byzantium

Summative: Essay

Each student should assume the role of a diplomat to the court of Justinian and Theodora. Ask each to research this emperors era in more detail and then to compose a letter to family back home. The letter should relate the students journey to the capital, impressions of the sights of the city and the royal couple, and customs that are new to the student. You may opt to have students include sketches to accompany their writing.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. Students should use a cause and effect chart or a sequence of events chart depicting the rise and fall of the empire to help them critique the fall of Rome and the fall of Byzantium.
2. Collaborative Learning Groups. Students will create a commercial advertising a lasting legacy of the Muslim Empire in medicine, science, math, or geography.
3. Graphic Organizer. Students will be given a world map. They will use pieces of string of different colors to represent Islamic trade routes. They will glue these strings onto the map along the trade routes which were traveled by people with products and ideas.

Role Playing. Students will create a feudal-manor role play. Using a variety of social classes, students will be assigned to be members of a particular social class. Students will be given a problem to solve within feudal manor life which they must act out, solving the problem in the process.

Map. Provide for each student a photocopy of an outline map that includes Africa, Asia, and Europe. Students will locate and label (a) the Byzantine trade routes that linked the three continents and (b) the changing boundaries of the Byzantine Empire over time. Using different colors and styles of lines (all to be explained in a key to the map), students should also show (c) prominent cities, (d) land and water routes, and (e) symbols representing the goods and products exchanged along the routes.

Essay. Each student should assume the role of a diplomat to the court of Justinian and Theodora. Ask each to research this emperors era in more detail and then to compose a letter to family back home. The letter should relate the students journey to the capital, impressions of the sights of the city and the royal couple, and customs that are new to the student. You may opt to have students include sketches to accompany their writing.

Resources

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Byzantine Empire (Explore Ancient Worlds)* by Mary Boone  
   *The Byzantine Empire (Exploring the Ancient World)* by Jennifer Fretland VanVoorst  
   *Life During the Great Civilizations: The Byzantine Empire* by Don Nardo

*Anna of Byzantium* by Tracy Barrett  
*A Short History of Byzantium* by John Julius Norwich

Resources

* Ancient History (Videos and Activities) ([www.history.com](http://www.history.com))

Grade 7 Social Studies / History  
Social Studies 7

Africa

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Geography

Human Systems

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

History

First Global Age

8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.

9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

Economics

Scarcity

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. slave trade
2. trade routes
3. gold and salt trade
4. Bantu migration
5. supply/demand/value
6. African empires (Ghana, Mali and Songhay)
7. sequence of events
8. specialization
9. trade
10. interdependence

Skills

1. Explain the slave trade in terms of Catholic social justice teachings.
2. Locate and depict trade routes and connect their influence on the people, products, ideas, and religion.
3. Connect migration and geography and design a visual representation.
4. Prove the interdependence among regions within continents based on economic distribution of resources.
5. Understand that empires in Africa (Ghana, Mali and Songhay) grew as commercial and cultural centers along trade routes.
6. Explain how the advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.
7. Explain how geographic factors promote or impede the movement of people, products and ideas.
8. Explain how the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

Common Core/Literacy Standards

1. Analyze and synthesize information on events from multiple sources, (i.e., rise and fall of African kingdoms) and place them on a tri-tiered timeline.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. How has the slave trade affected cultures?
2. In what ways do geography and trade routes influence migration?
3. To what degree does the distribution of resources contribute to economic development?
4. How does proper sequencing help explain successful economic development?
5. To what extent does the slave trade conflict with Catholic values?

Standards Vocabulary

1. collaborate
2. delineate
3. analyze
4. integrate
5. evaluate

Additional Vocabulary

1. migration
2. savanna
3. oral history
4. clan
5. rain forest
6. kingdom
7. barter
8. pilgrimage
9. specialization
10. interdependence
11. tri-tiered timeline

Stage 2: Assessment Evidence

Slave Diaries

Formative: Response Journal

Students will write a series of diary entries from the perspectives of Jesus, themselves, a slave, a slave trader, and a buyer. Cooperative groups will assign roles and compare entries. The whole class can then have a discussion on the outcome. Students will be assessed on the following: The diary entries come from the assigned role or perspective.Key terms and concepts are used.The student included effects of slavery in the entries.Students make reference to geography.The students write their journal entries in a neat and organized fashion.The student participates in the sharing of the entry using speaking and listening skills.

Mansa Musa Hajj

Formative: Dramatization

Students will depict the hajj of Mansa Musa using whatever method they choose: skit, comic strips, flow charts, etc.. They will then predict at least three outcomes of the hajj on the people, products, ideas, and religion of the country. Students should be assessed on the following: Are the steps in taking a religious voyage depicted in the dramatization (skit, comic strips, flow charts, etc.)?Did the student use key concepts and terms?Did the students reference the starting point, ending point and geography throughout the pilgrimage?Did the student include trade and goods in the dramatization?Did the student predict at least three outcomes of the hajj?

Africa Versus U.S.A. Resource Comparison

Summative: Comparative Study

Students will diagram the interdependence among regions, (Ghana, Mali, Songhay) based on the distribution of gold and salt. They will also diagram the interdependence among United States regions today, (Northwest, Midwest, Northeast) based on the distribution of natural resources. After students create a diagram of both regions, they should write an evaluation in the form of an essay comparing the similarities and differences between how the two regions distribute resources and evaluate both (Africa, U.S.) in terms of social justice. Students should also take into consideration the inclusion of geographic impediments and promoters in both areas. Essay should include: A visual representation based on distribution of resources in Africa.A visual representation based on distribution of resources in the United States.A written comparison on the similarities and differences.A written comparison including the impact of the distribution.The written comparison relating to social justice issues.The use of key terms and concepts.A comparison in the ways in which we trade today versus the way in which they traded in the Ancient African Kingdoms.The inclusion of geographic impediments and promoters in both areas.

Tri-tiered Timeline and Sequence

Formative: Graphic Organizer

Students will analyze and synthesize information about events from multiple sources, (i.e., rise and fall of African kingdoms) and place them on a tri-tiered timeline. Students will be assessed on the following: Were all events that pertain included on the timeline?Was the timeline tri-tiered?Was unnecessary information eliminated?Were the events labeled in the correct order?Were key terms and concepts utilized?

Story Comparison

Summative: Essay

Students can read a variety of African legends, myths, and folktales, including those for younger children. They can then choose one that has similarities to an American legend, myth or folktale and write a comparison contrast essay on the two, telling what each story reveals about the culture in which it was created. Students can also find two African stories about the same topic and compare and contrast how those stories are told.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups. Students will write a series of diary entries from the perspectives of Jesus, themselves, a slave, a slave trader, and a buyer. Cooperative groups will assign roles and compare entries. The whole class can then have a discussion on the outcome.
2. Cooperative Learning Groups. Students will depict the hajj of Mansa Musa using whatever method they choose: skit, comic strips, flow charts, etc. They will then predict at least three outcomes of the hajj on the people, products, ideas, and religion of the country.
3. Graphic Organizer. Students will diagram the interdependence among regions, (Ghana, Mali, Songhay) based on the distribution of gold and salt. They will also diagram the interdependence among United States regions today, (Northwest, Midwest, Northeast) based on the distribution of natural resources. After students create a diagram of both regions, they should write an evaluation in the form of an essay comparing the similarities and differences between how the two regions distribute resources and evaluate both (Africa, U.S.) in terms of social justice. Students should also take into consideration the inclusion of geographic impediments and promoters in both areas.
4. Graphic Organizer. Students will analyze and synthesize information about events from multiple sources, (i.e., rise and fall of African kingdoms) and place them on a tri-tiered timeline.
5. Dramatization. In groups, students can perform readers theatre of an African legend, myth, or folktale. After each performance, the class can discuss the aspects of ancient African culture being displayed.
6. Compare and Contrast. Students can read a variety of African legends, myths, and folktales, including those for younger children. They can then choose one that has similarities to an American legend, myth or folktale and write a comparison contrast essay on the two, telling what each story reveals about the culture in which it was created. Students can also find two African stories about the same topic and compare and contrast how those stories are told.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*African Myths and Folktales (Dover Children's Thrift Classics)* by Carter Godwin Woodson  
*African Myths and Legends* by Dianne Stewart and Jay Heale

*African Legends, Myths, and Folktales for Readers Theatre* by Anthony D. Fredericks  
*Nelson Mandela's Favorite African Folktales* by Nelson Mandela  
*Tales from Africa (Oxford Myths and Legends)* by Kathleen Arnott

Resources

* Histories, Timelines, Quizzes ([www.historyworld.net](http://www.historyworld.net))

Grade 7 Social Studies / History  
Social Studies 7

Civilizations of Asia

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Government

Roles and Systems of Government

18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

Geography

Human Systems

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

History

Feudalism and Transitions

4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.

First Global Age

8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.

Economics

Scarcity

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. Mongol influence
2. feudalism
3. nation-states
4. consolidation of power
5. influence of trade in Asia
6. migration in Asia
7. specialization
8. distribution
9. resources in Asia
10. interdependence
11. central idea
12. summary
13. context clue
14. Empires in Asia (Byzantine, Ottoman, Mughal and China)

Skills

1. Analyze the influence of the Mongols on the feudal system in Asia.
2. Locate and depict trade routes and connect their influence on the people, products, ideas, and religion.
3. Connect migration and geography and design a visual representation.
4. Prove the interdependence of people and countries based on economic distribution of resources.
5. Analyze how the decline of feudalism resulted in the emergence of nation states.

Common Core/Literacy Standards

1. Extract and summarize central ideas from primary and secondary sources.
2. Determine the meaning of unknown words utilizing context clues.
3. Analyze and synthesize information on events from multiple sources, (i.e., rise and fall of African kingdoms) and place them on a tri-tiered timeline.
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.
5. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
6. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
7. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
8. Acknowledge new information expressed by others and, when warranted, modify their own views.
9. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
10. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
11. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
12. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
13. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
14. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
15. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
16. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
17. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
18. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
19. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
20. Use precise language and domain-specific vocabulary to inform about or explain the topic.
21. Establish and maintain a formal style and objective tone.
22. Provide a concluding statement or section that follows from and supports the information or explanation presented.
23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
25. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
26. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
28. Draw evidence from informational texts to support analysis, reflection, and research.

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Essential Questions

1. How does military conquest change a way of life?
2. To what degree does trade help foster the creation of empires?
3. How do central ideas clearly establish relationships among key details?

Standards Vocabulary

1. collaborate
2. delineate
3. analyze
4. integrate
5. evaluate

Additional Vocabulary

1. dynasty
2. merit system
3. isolation
4. archipelago
5. samurai
6. feudalism
7. shogun
8. sultan
9. caste system
10. supreme

Stage 2: Assessment Evidence

Mongol Influence

Summative: Essay

The students should be assessed on: the use of key terms and conceptsthe development of a logical argumentcitation of supporting evidencethe use of argumentative languagea clear defined positionaccuracy of spelling and grammatical errorsneatness and organizationuse of primary and secondary sources

Detour Map

Formative: Visual Arts Project

Students will be assessed on: the inclusion of key Asian geographic featuresclear labels on Asian geographic featuresclear labeling of alternative route to the Silk Roadexplanation by student in geographic terms on why the route was chosendescription by students on the impeding geographic featuresinclusion of political aspects to mapdescription by students of the different goods, services, ideas and pathogens exchanged along the routes

Trade Agreements

Summative: Writing Assignment

Students trade agreements will be assessed on: inclusion of goods, services, religions, ideas, etc., in the agreement that were found in their nation at the timetrading based on wants and needs of the assigned nationuse of persuasive languagegiving of a portion of all intended and unintended goods, services, religions, pathogens, etc. to each nation they traded withsummary by students of the intentions of the trade agreements as well as consequences and benefits that occurred as the result of tradeuse of key terms and conceptsuse of primary and secondary sources in research

Government Comparison: Korea Versus Japan

Summative: Comparative Study

Students will be assessed on their research project using these criteria: clarity and accuracy in describing Korea's governmentclarity and accuracy in describing Japan's governmentuse of primary and secondary sourcesaccuracy in citing sourcesdiscussion of similarities and differencesuse of key terms and conceptsuse of unbiased summariesuse of factual informationuse of relevant information

Silk Road Board Game

Summative: Project

In groups, students can create a board game based upon the Silk Road trade route with product cards to represent the specialized products. They should include directions for play as well as the board, playing pieces, and cards. When completed, other groups can play the games.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Essay. Students will write a persuasive essay on whether the Mongols helped or hurt China. See Suggested Assessments for specifics.
2. Graphic Organizer. Students will create a topical map of Asia and propose a detour or an alternate route to the Silk Road. See Suggested Assessments for specifics.
3. Cooperative Learning Groups. In collaborative groups, each getting assigned a nation, students will write an economic trade agreement among the nations of India, China, Korea, Japan optimizing benefits to each nation. See Suggested Assessments for specifics.
4. Research Project. By using a graphic organizer for their research, which should include primary and secondary sources, students will analyze the nations of Japan and Korea in terms of governmental systems. They should then create a digital presentation and present their findings to the class. See Suggested Assessments for specifics.
5. Cooperative Learning Groups. In groups students can create a board game based upon the Silk Road trade route with product cards to represent the specialized products. They should include directions for play as well as the board, playing pieces, and cards. When completed, other groups can play the games.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*Ancient China (See Through History)* by Brian Williams  
*The Silk Route: 7,000 Miles of History* by John S. Major  
*The Silk Road: Explore the World's Most Famous Trade Route with 20 Projects (Build It Yourself)* by Kathy Ceceri

*Adventures on the Ancient Silk Road* by Priscilla Galloway and Dawn Hunter  
*Chengli and the Silk Road Caravan* by Hildi Kang  
*DK Eyewitness Books: Ancient China* by Arthur Cotterell  
*Kublai Khan (World Leaders Past Present)* by Kim Dramer  
*Marco Polo for Kids: His Marvelous Journey to China, 21 Activities (For Kids series)* by Janis Herbert

Resources

* Ancient History (Videos and Activities) ([www.history.com](http://www.history.com))

Grade 7 Social Studies / History  
Social Studies 7

Middle Ages

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Government

Roles and Systems of Government

18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.

Geography

Human Systems

13. Geographic factors promote or impede the movement of people, products and ideas.

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

History

Feudalism and Transitions

3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.

5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.

Economics

Scarcity

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

Markets

21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. development of feudal and manorial systems
2. the Crusades
3. geographic factors that promote or impede the movement of people, products and ideas
4. trade routes connecting Africa, Europe and Asia that fostered the spread of technology and major world religions
5. cultural diffusion among peoples around the world during the Middle Ages
6. reasons for the decline of feudalism
7. consolidation of power resulting in the emergence of nation states
8. distribution of productive resources
9. contributions to trade
10. textual evidence

Skills

1. Analyze the influence of the Germanic invasions on the feudal system in Europe.
2. Locate and depict Crusade routes and connect their influence on the people, products, ideas, and religion.
3. Analyze how the growth of cities led to the decline of feudalism.
4. Compare and contrast the implicit and explicit objectives and outcomes of the Crusades.

Understand how geographic factors promote or impede the movement of people, products and ideas.

Explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

Explain how improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Understand that the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

Understand that the growth of cities and empires fostered the growth of markets and that market exchanges encouraged specialization and the transition from barter to monetary economies.

Common Core/Literacy Standards

1. Determine the meaning of unknown words utilizing context clues.
2. Analyze and synthesize information on events from multiple sources, (i.e. rise and fall of African kingdoms) and place them on a tri-tiered timeline.
3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.
4. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
5. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
6. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7. Acknowledge new information expressed by others and, when warranted, modify their own views.
8. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
9. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
10. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
11. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
12. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
13. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
14. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
15. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
16. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
17. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
18. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
19. Use precise language and domain-specific vocabulary to inform about or explain the topic.
20. Establish and maintain a formal style and objective tone.
21. Provide a concluding statement or section that follows from and supports the information or explanation presented.
22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
23. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
24. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
25. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
26. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
27. Draw evidence from informational texts to support analysis, reflection, and research.

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Essential Questions

1. How do economic, social, and political institutions change over time?
2. How has communication evolved in your lifetime?
3. To what degree did the rise of nations affect peoples lives?
4. To what degree are we morally obligated to share resources?

Standards Vocabulary

1. collaborate
2. delineate
3. analyze
4. integrate
5. evaluate

Additional Vocabulary

1. knight
2. medieval
3. feudalism
4. manor
5. serf
6. clergy
7. excommunication
8. guild
9. apprentice
10. chivalry
11. troubadour
12. pilgrim
13. nation
14. vassals
15. lord

Stage 2: Assessment Evidence

Classified Ad

Summative: Writing Assignment

Students will write a classified ad for a knight, apprentice, serf, artisan, clergy, or other member of Medieval society. Ads must include: qualifications, job description, benefits, risks, and responsibilities. Students will be assessed on: accurate qualifications for the jobstrong benefits and risks of the jobuse of persuasive languageuse of primary and secondary sources in the researchuse of key terms and concepts

Feudal Pyramid

Formative: Performance

Students will arrange themselves into a human feudal pyramid to illustrate the hierarchy involved in the system. They can then discuss how they would feel if they were a part of each social class. Students will be assessed based on physical arrangement.

3D Manor

Formative: Project

Students will construct a visual representation of a manor and be able to summarize its pieces. The model should be assessed based on: use of key terms and conceptsaccuracy of modeluse of sources in the researchuse of citations for sources

Debate

Formative: Oral Assessment

Students will hold a class debate on self-sufficiency versus interdependence and relate it to feudalism. The debate should be assessed in these areas: use of outside sourcesthe use of key concepts and vocabularythe ability to speak clearly and make pointsthe ability to listen and refute an argumentthe ability to stay on topic

Crusades Research Paper

Summative: Essay

Students will conduct research and find sources in order to write a research paper about a specific aspect of the Crusades. The specific topic can be of their choosing. Students should follow the entire writing process, making sure to cite sources when necessary. The essay should be assessed on: whether the paper stayed on topicuse key terms and conceptsuse of outside sourcesaccuracy in citing sources accuracy in grammar and spelling clarity in organization

Resources

Stage 3: Learning Plan

Learning Experiences

1. Writing to Inform. Students will write a classified ad for a knight, apprentice, serf, artisan, clergy, or other member of medieval society. Ads must include: qualifications, job description, benefits, risks, and responsibilities.
2. Demonstration. Students will arrange themselves into a human feudal pyramid to illustrate the hierarchy involved in the system. They can then discuss how they would feel if they were a part of each social class.
3. Simulation. Students will construct a visual representation of a manor and be able to summarize its pieces.
4. Debate. Students will hold a class debate on self-sufficiency versus interdependence and relate it to feudalism.
5. Research Project. Students will conduct research and find sources in order to write a research paper about a specific aspect of the Crusades. The specific topic can be of their choosing. Students should follow the entire writing process, making sure to cite sources when necessary.

Resources

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*The Boy Knight A Tale of the Crusades* by G. A. (George Alfred) Henty  
*Heroes of the Middle Ages (Yesterday's Classics)* by Eva March Tappan  
*The Story of the Middle Ages (Yesterday's Classics)* by Samuel B. Harding  
*Famous Men of the Middle Ages* by John Haaren  
*Castle* by David Macaulay  
*Knight (DK Eyewitness Books)* by Christopher Gravett  
*Winter's Knight* by Richard Argent  
*Angeline* by Karleen Bradford  
*There Will Be Wolves* by Karleen Bradford  
*The Book of the Lion* by Michael Cadnum  
*Blood Red Horse (de Granville Trilogy)* by K. M. Grant

Resources

Grade 7 Social Studies / History  
Social Studies 7

Renaissance & Reformation

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Geography

Human Systems

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

History

Feudalism and Transitions

6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.

7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

Economics

Markets

21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. the ways in which geography, trade, and technology affect relationships among cultures
2. the degree to which resources and markets influence specialization
3. the degree to which the Renaissance and Reformation created the world in which we live
4. how changes in government lead to the formation of nations
5. the relationship between a primary source and a secondary source

Skills

1. Connect the Renaissance and Reformation to the changes in science, culture and social structure.
2. Cite evidence of the changes that resulted from the Reformation.
3. Critique the changes in the Catholic Church as a result of the Reformation as a political power and social influence.
4. Evaluate how improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.
5. Connect the growth of cities to the growth of markets.
6. Explain how forms of art reflected the Renaissance views.

Common Core/Literacy Standards

1. Determine the meaning of unknown words utilizing context clues.
2. Analyze and synthesize information on events from multiple sources, (i.e., rise and fall of African kingdoms) and place them on a tri-tiered timeline.
3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.
4. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
5. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
6. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7. Acknowledge new information expressed by others and, when warranted, modify their own views.
8. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
9. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
10. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
11. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
12. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
13. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
14. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
15. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
16. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
17. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
18. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
19. Use precise language and domain-specific vocabulary to inform about or explain the topic.
20. Establish and maintain a formal style and objective tone.
21. Provide a concluding statement or section that follows from and supports the information or explanation presented.
22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
23. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
24. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
25. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
26. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
27. Draw evidence from informational texts to support analysis, reflection, and research.

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Essential Questions

1. To what degree did the Renaissance and Reformation create the world I live in?
2. How do changes in government lead to the formation of nations?
3. To what degree do markets influence specialization?
4. In what ways do geography, trade, and technology affect relationships among cultures?

Standards Vocabulary

1. collaborate
2. delineate
3. analyze
4. integrate
5. evaluate

Additional Vocabulary

1. humanism
2. movable type
3. printing press
4. indulgence
5. salvation
6. clergy
7. corrupt
8. excommunication
9. perspective
10. predestination
11. reform
12. protest
13. market

Stage 2: Assessment Evidence

Wanted Poster

Summative: Visual Arts Project

After completing research using both primary and secondary sources, students will create a "Wanted" poster for Martin Luther listing his crimes against the Catholic Church. The poster should contain factual information as well as be visually appealing. The poster should be assessed on: Did the student use a primary and secondary source in the research?Were key terms and concepts used?Did the poster contain only factual information?Was the visual representation neat and organized?Was persuasive language used?

Renaissance Man

Summative: Comparative Study

Students will choose a Renaissance artist to research, using both primary and secondary sources. Then in an essay, the students will compare his art to the political, religious and social values of the time. This written comparison should be assessed based on: The use of key terms and conceptsUtilization of primary and secondary sources in the researchCitation of primary and secondary sourcesThe ability to connect the Renaissance in Europe to revolutionary ideas, leading to cultural, scientific and social changesThe organization of the paperUse of correct spelling and grammar

Lasting Legacy

Summative: Visual Arts Project

Students will create a model of one of the technological advancements of the time. Then in a class presentation, they will show their model and explain its legacy on us today. The model should be assessed based on: Is it a lasting legacy from the Renaissance period?Is the idea conveyed that this product affects our lives today?Did the student use key terms and concepts?Did the student describe the instant impact this technology had when it was created?

Hymn Research

Summative: Research Project

Students will choose and research a hymn that is a product of the Counter-Reformation. They will then create a digital presentation which explains their findings to show the class. Students should be assessed on: Was the hymn research really from the time of the Reformation?Did the student pick out key words and phrases that related to the time period from the song?Did the student relate this hymn to events and ideas of the Reformation?

Perspective Shifting

Summative: Reflective Writing

Students will read a historical novel set in the Renaissance or Reformation. Then they will write a reflective essay from the perspective of the main character, explaining what it is like to live during that time.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Research Project. After completing research using both primary and secondary sources, students will create a "Wanted" poster for Martin Luther listing his crimes against the Catholic Church. The poster should contain factual information as well as be visually appealing.
2. Research Essay. Students will choose a Renaissance artist to research, using both primary and secondary sources. Then in an essay, the students will compare his art to the political, religious and social values of the time.
3. Model Building. Students will create a model of one of the technological advancements of the time. Then in a class presentation, they will show their model and explain its legacy on us today.
4. Research Project. Students will choose and research a hymn that is a product of the Counter-Reformation. They will then create a digital presentation, which explains their findings to show the class.
5. Reflective Writing. Students will read a historical novel set in the Renaissance or Reformation. Then they will write a reflective essay from the perspective of the main character, explaining what it is like to live during that time.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*Shakespeare's Apprentice* by Veronica Bennett  
*The Shakespeare Stealer* by Gary Blackwood  
*Shakespeare's Scribe* by Gary Blackwood  
*Shakespeare's Daughter* by Peter W. Hassinger  
*The Devil and His Boy* by Anthony Horowitz  
*Ophelia* by Lisa Klein  
*Loving Will Shakespeare* by Carolyn Meyer  
*The Falconer's Knot: A Story of Friars, Flirtation and Foul Play* by Mary Hoffman  
*Leonardo's Shadow: Or, My Astonishing Life as Leonardo da Vinci's Servant* by Christopher Grey  
*The Medici Seal* by Theresa Breslin  
*The Smile* by Donna Jo Napoli  
*Duchessina: A Novel of Catherine de' Medici (Young Royals)* by Carolyn Meyer  
*Primavera* by Mary Jane Beaufrand

Resources

* The Renaissance and Reformation (<http://www.linkstolearning.com/links/reformat.htm>)

Grade 7 Social Studies / History  
Social Studies 7

Exploration

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Geography

Human Systems

14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

History

First Global Age

10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.

11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.

Economics

Scarcity

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. exploration's conquests and colonization
2. Columbian Exchange
3. distribution of productive resources
4. specialization, trade and interdependence
5. improvements in transportation, communication and technology
6. cultural diffusion

Skills

1. Appraise the increase of European economic and cultural influences.
2. Critique the cost and benefits of the Columbian Exchange with an emphasis on its legacy left today.
3. Draw conclusions with regard to trade routes and improvements in transportation, communication and technology.
4. Connect the distribution of productive resources contributed to the concepts of specialization, trade and interdependence.

Common Core/Literacy

1. Determine the meanings of unknown words based on context clues.
2. Analyze texts and interpret the author's point of view and purpose.
3. Analyze and synthesize information on events from multiple sources, (i.e. rise and fall of African kingdoms) and place them on a tri-tiered timeline.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Acknowledge new information expressed by others and, when warranted, modify their own views.

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. To what degree did exploration create the world in which I live?
2. To what degree do resources influence specialization?
3. In what ways do geography, trade, and technology affect relationships among cultures?
4. What role does point of view play in understanding history?

Standards Vocabulary

1. point of view
2. collaborate
3. delineate
4. analyze
5. integrate
6. evaluate

Additional Vocabulary

1. circumnavigation
2. isthmus
3. monopoly
4. colony
5. enterprise
6. missionary
7. persecution
8. porcelain
9. exchange
10. expedition
11. conquest
12. fauna
13. flora
14. pathogens

Stage 2: Assessment Evidence

Dead Explorer Obituary

Summative: Written Commentary

Students' tombstones and obituaries should be assessed on: Did the student include the achievements of their explorer?Did the student use key terms and concepts?Did the student include the impact the explorer has made on his or her own life today?Did the student include how the explorer made an impact on the world while he/she was alive?

Song Lyrics

Summative: Writing Assignment

Students will create new lyrics to a song (i.e., : "The Wheels on the Bus") describing the Columbian Exchange. Students song lyrics should be assessed on: Do the lyrics accurately depict the Columbian Exchange?Did the student use key terms and concepts?Were the lyrics written in an organized fashion?Did the student use factual data as well integrate opinions into the song?

Board Game

Summative: Visual Arts Project

In groups, students will create a board game based on the trade routes and the goods and products that traveled these routes. They should create a game board, a set of written directions, question cards, and game pieces. When all of the games are created, groups can play the games of their peers, evaluating them on playability. Students should be assessed: Clarity of written directionsAccuracy of goods and products that traveled these routesVisual appeal of game boardInclusion of all necessary piecesAccuracy of game questionsPlayability of game

iPad Exploration

Formative: Technology Project

Students will play exploration game on iPads: "European Exploration in the Age of Discovery." Students will be assessed electronically throughout the game. The game will have them either successfully complete their voyage or go back for more supplies, people, etc.

Columbian Exchange

Formative: Cooperative Group Work

Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.

Causes and Effects of Columbian Exchange

Formative: Graphic Organizer

Using the graphic organizer provided in the Links, students can list the cause and effects of the Columbian Exchange. A class discussion can follow.

Christopher Columbus

Summative: Class Discussion

After students research the following question, they can engage in a class debate using their findings as evidence: "Did Christopher Columbus really discover America?"

Stage 3: Learning Plan

Learning Experiences

1. Research Project. After researching a dead explorer, students will write an obituary for that explorer, including his or her achievements, the impact that explorer made on life today, and the impact the explorer made on the world in which he or she lived. Student should use correct key terms and concepts in the obituary.
2. Writing. Students will create new lyrics to a song (i.e., : "The Wheels on the Bus") describing the Columbian Exchange. They will sing their songs for the class.
3. Game. In groups, students will create a board game based on the trade routes and the goods and products that traveled these routes. They should create a game board, a set of written directions, question cards, and game pieces. When all of the games are created, groups can play the games of their peers, evaluating them on playability.
4. Computer Assisted Instruction. Students will play exploration game on iPads: "European Exploration in the Age of Discovery."

Jigsaw. Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.

Graphic Organizer. Using the graphic organizer provided in the Links, students can list the cause and effects of the Columbian Exchange. A class discussion can follow.

Debate. After students research the following question, they can engage in a class debate using their findings as evidence: "Did Christopher Columbus really discover America?"

Resources

* Cause and Effect Graphic Organizer (<http://www.studenthandouts.com/123sheets/discovery.pdf>)

Resources

1. **iPad Resources**
2. **Literature Connections**

*Who Was Christopher Columbus?* by Bonnie Bader  
*Christopher Columbus: Adventurer of Faith and Courage (Sowers)* by Bennie Rhodes  
*The Four Voyages: Being His Own Log-Book, Letters and Dispatches with Connecting Narratives* (Penguin Classics) by Christopher Columbus, translated by J. M. Cohen  
*The Light and the Glory for Children : Discovering God's Plan for America from Christopher Columbus to George Washington* by Peter Marshall, David Manuel, and Anna Wilson Fishel  
*Christopher Columbus (Young Reader's Christian Library)* by Sam Wellman  
*Christopher Columbus: Master Italian Navigator in the Court of Spain (Explorers)* by Martha Kneib  
*Columbus and the World Around Him* by Milton Meltzer  
*Christopher Columbus and the Discovery of the Americas (Explorers of New Lands)* by Tim McNeese  
*The World of Columbus and Sons* by Genevieve Foster

Resources

* Letter from Christopher Columbus (<http://www.studenthandouts.com/DBQ_Pages/09.25.DBQ-Essay-Question-Christopher-Columbus-Columbian-Exchange.htm>)

Grade 7 Social Studies / History  
Social Studies 7

Economics

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Social Studies (2012)

Economics

Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age Economic Decision Making and Skills

19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

Scarcity

20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.

Markets

21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. costs and benefits of economic decisions
2. cost-benefit analysis
3. potential costs and benefits of an action
4. balancing the costs against the benefits
5. sequence of a decision-making model ( i.e., : PACED model)
6. distribution of productive resources
7. specialization
8. trade
9. interdependence

Skills

1. Develop a logical argument in support of or against an economic problem. (i.e.,: China's Three Gorges Dam)
2. Explain how economic decisions are made.
3. Understand a cost-benefit analysis.
4. Understand that the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
5. Know that the growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.
6. Formulate their own cost benefit analysis using the sequence of the decision making model.

Common Core/Literacy Standards

1. Construct tables and analyze the information to make an economic decision.
2. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.
3. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
4. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
5. Pose questions that elicit elaboration and respond to others questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
6. Acknowledge new information expressed by others and, when warranted, modify their own views.
7. Delineate a speakers argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
8. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
9. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
10. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
11. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
12. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
13. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Essential Questions

1. How are economic decisions made?
2. In what ways must costs and benefits be weighed when making economic decisions?
3. How is economic data interpreted?

Standards Vocabulary

1. integrate
2. evaluate
3. delineate

Additional Vocabulary

1. cost
2. benefit
3. cost benefit analysis
4. profit
5. loss
6. opportunity cost
7. decision making model
8. budget
9. alternatives
10. commodity
11. criteria
12. gold standard
13. fixed
14. variable
15. flat currency
16. scarcity

Stage 2: Assessment Evidence

WebQuest

Summative: Technology Project

The WebQuests will electronically assess students on vocabulary, key terms, and concepts throughout their journey.

Problem Solvers

Formative: Class Discussion

Students will be assigned roles. They will form an argument and defend their position in an oral debate. The students should be assessed based on: Speaking and listening skillsPersuasive languageSupporting evidenceKey concepts and termsVisual aids and graphic representations of their supporting data

Career Connection

Summative: Research Project

Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Financial Decision Making

Summative: Cooperative Group Work

Tell each group that the class has been given $100 by a generous parent. The money is to be used to purchase something for the classroom that will benefit every student academically. Each group should brainstorm possibilities, research costs, and come up with a plan for how to best spend the money, making sure that each student in the class is benefited. Groups will present their plans to the class, and the groups will vote on the plan.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Computer Assisted Instruction. Students can take a WebQuest through an economic journey.
2. Computer Assisted Instruction. Students can play the Stock Market Game referenced in the Links.
3. Debate. After the teacher poses an economic problem, students will research the topic and debate from different points of view. Examples might be: Should the penny be eliminated? Should the rich be taxed more than the middle class and the poor? Should the United States continue to help poor countries?
4. Research Project. Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Cooperative Learning Groups. After reading some of the books suggested in the Resources section about children and finance, each group will come up with ten guidelines about economics for their age group to follow. Each group will create a poster or other visual and present those ideas to the class.

Cooperative Learning Groups. Tell each group that the class has been given $100 by a generous parent. The money is to be used to purchase something for the classroom that will benefit every student academically. Each group should brainstorm possibilities, research costs, and come up with a plan for how to best spend the money, making sure that each student in the class is benefited. Groups will present their plans to the class, and the groups will vote on the plan.

Resources

* The Stock Market Game (<http://www.stockmarketgame.org/expstudent.html>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *The Early Investor: How Teens Young Adults Can Become Wealthy* by Michael Zisa

*The Young Investor: Projects and Activities for Making Your Money Grow* by Katherine R. Bateman  
*Growing Money: A Complete Investing Guide for Kids* by Gail Karlitz and Debbie Honig  
*I'm A Shareholder Kit: The Basics About Stocks - For Kids/Teens* by Rick Roman  
*The Richest Kids In America: How They Earn It, How They Spend It, How You Can Too* by Mark Victor Hansen  
*The Everything Kids' Money Book: Earn It, Save It, and Watch It Grow!* by Brette McWhorter Sember  
*Raising Financially Fit Kids, Revised* by Joline Godfrey

*Money Sense for Kids* by Hollis Page Harman  
*Kidpreneurs: Young Entrepreneurs With Big Ideas!* by Adam Toren and Matthew Toren

Resources

* Biz World ([www.bizworld.org/](http://www.bizworld.org/))