



Inquiry Standards and KY Interdisciplinary Literacy Practices (KILP)

Questioning:

7.I.Q.1 Develop compelling questions, focused on the growth and expansion of civilizations from 600-1600.

7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.

7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

7.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.

7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.

7.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure, and context of the sources to guide the selection to answer compelling and supporting questions.

Communicating Conclusions:

7.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.

7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.

7.I.CC.3 Evaluate how individuals and groups addressed local, regional, and global problems throughout the growth and expansion of civilizations.

7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional, and global issues.

7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

- KILP 2: Employ, develop, and refine schema to understand and create text.
- KILP 9: Apply high-level cognitive processes to think deeply and critically about text.



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Note: Success Criteria listed in this document are suggested and not an exhaustive list

Unit 1: Medieval Europe		Estimated Time Frame: 40 Days		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In this Medieval Europe unit, students will learn how the fall of Rome gave birth to hundreds of kingdoms, throughout Western Europe. The kingdoms had to develop a new way to restore order and stability, which gave rise to Feudalism. Feudalism would help kingdoms regain economic and political stability in a time when war between kingdoms was a constant threat. Students will also learn about the increased power of the Catholic Church during the Medieval era. Students will analyze evidence from multiple perspectives and sources to answer compelling and supporting questions.</p>				
Prerequisite skills and knowledge				
<p>From 6th Grade, understanding the cause and effect/conflict and compromise that lasted around Rome from the time of the Republic to Fall of the Western Empire. Review the factors and conditions that led to the fall of Rome. Understanding how Christianity as a new religion impacted social and political changes around Rome.</p>				
Compelling Question				
Did societies of Eastern and Western Europe successfully preserve order?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
How did geography of medieval Europe influence its development?	7.G.GR.1 Analyze the spatial organization of people, places & environments found in the societies & empires of AfroEurasia & the Americas between	I am learning how to analyze multiple sources to understand the impact geography had on the development of Medieval Europe	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> Label and use a map of Medieval Europe. 	<p>Barbarian Barter Scarcity Denomination Great Schism Icon/Iconoclasts</p>



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	<p>600-1600.</p> <p>7.G.GR.2 Use maps & geographic models, geospatial technologies, & spatial thinking to interpret the relationships between humans & their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600</p>		<p>2. Use multiple sources to identify and explain how geography played a role in the development of towns and cities.</p>	<p>Hierarchy Cultural diffusion Monarch Excommunicate Vernacular Heresy Secular Feudal system Manorialism Market economy Land economy Command Economy Guilds Theocracy epidemic/pandemic</p>
<p>How did the Rise of the Byzantine Empire impact Medieval Europe?</p>	<p>7.G.HI.1 Distinguish how cooperation and conflict within and among societies and empires of AfroEurasia and the Americas between 600-1600 influenced the division and control of land and resources.</p>	<p>I am learning how to analyze sources to determine how the Byzantine Empire rose to power</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Identify the location of the Byzantine empire. 2. List factors that led to the rise of the Byzantine empire. 	
<p>How did the Fall of the Western</p>	<p>7.G.HI.1 Distinguish how cooperation and conflict within and among societies</p>	<p>I am learning how to evaluate various sources to determine how conflict</p>	<p>I know I am successful when I can...</p>	



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<p>Roman Empire impact Europe?</p>	<p>and empires of AfroEurasia and the Americas between 600-1600 influenced the division and control of land and resources.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.</p>	<p>in the Western Roman Empire led to its decline</p>	<ol style="list-style-type: none"> 1. List factors that led to the decline of the Western Empire. 2. Explain what conflict occurred between the Eastern and Western empires. 	
<p>What were the causes and effects of the Great Schism?</p>	<p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p>	<p>I am learning how to analyze multiple perspectives of the Great Schism</p> <p>I am learning how the Great Schism impacted and changed the Medieval World</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Define what a schism is 2. Identify causes of the Great Schism 3. Analyze the impact on Europe of the Great Schism 	
<p>What is the lasting legacy</p>	<p>7.C.CP.1 Compare political institutions and their</p>	<p>I am learning to gather relevant information about</p>	<p>I know I am successful when I can...</p>	



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<p>of the Byzantine empire?</p>	<p>impacts on people in empires between 600-1600.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p> <p>7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p>	<p>the lasting achievements and contributions of the Eastern Roman (Byzantine) Empire</p>	<ol style="list-style-type: none"> 1. Identify the legacy of the Byzantine empire. 2. Explain the influence of the Byzantine empire on society. 	
<p>How did the Catholic Church demonstrate its political, religious, and social power?</p>	<p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p>	<p>I am learning to analyze multiple sources to determine the influence of the Catholic Church on Medieval Europe</p> <p>I am learning to analyze</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Describe the role of the Catholic church in medieval life 	



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	<p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600. (will be discussed with next supporting question)</p>	<p>multiple sources to determine the political influence the Catholic Church held on Medieval Europe</p>	<ol style="list-style-type: none"> Analyze the relationship between Church and state in medieval Europe Explain social order and the role it played in Medieval Europe.
<p>How did European states compete with each other for land and resources?</p>	<p>7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.</p> <p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.</p> <p>7.C.CP.1 Compare political institutions and their impacts on people in empires between</p>	<p>I am learning to gather relevant information to describe the Feudal System</p> <p>I am learning to analyze multiple sources to identify the economic systems that existed during Medieval Europe</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> Explain how manorialism and Feudalism had defined rules that organized society. Identify social order and structure in Feudal society Define various economic systems found in Medieval Europe. Analyze the impact of various economic systems and their influence on the growth of Medieval Europe.



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	<p>600-1600.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.</p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p>		<p>5. Analyze the impact of specialization upon trade and the cost of goods and services.</p>	
<p>How did the Crusades affect the lives of Christians, Jews, and Muslims?</p>	<p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.</p> <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade</p>	<p>I am learning how to analyze multiple sources and perspectives about the Crusades</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Identify what a crusade and crusader was. 2. Evaluate the interactions of Christians, Jews, and Muslims. 3. List ways in which the Crusades had an impact 	



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	relationships, expansion and exploration.		on cultural diversity between the Europe and the Arabian Peninsula	
How did the Black Death change Medieval Europe?	7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.	I am learning how to evaluate multiple sources to explain how increased interactions led to the spread of the Black Death	I know I am successful when I can... 1. Explain what the Plague was and how it spread around Eurasia. 2. Identify the impact of the plague on the people of Europe.	
What innovations in thinking transformed European societies?	7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries. 7.E.IC.1 Analyze how economic choices were made based on scarcity. 7.C.PR.1 Assess the	I am learning how to analyze multiple sources to determine the causes of the decline of Feudalism. I am learning how to analyze multiple sources and identify the innovations that transformed Medieval European societies.	I know I am successful when I can... 1. List events that impacted and/or caused the decline of Feudalism. 2. Identify innovations and inventions that impacted the advancement of society beyond Feudalism.	



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	<p>effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p>			
Summative Assessment				
<p>Administer Unit 1 Common Unit Assessment at the end of this unit Social Studies Grade 7 Unit 1 Released Items</p>				
Anchor Materials (bolded mandatory by state)			Resources	
<p>Savvas World History Text: Development of Civilizations <i>6th Grade version myWorld</i> Topic 8 8.6 The Byzantine Empire Rises 8.7: Byzantine Religion and Culture</p> <p>Mini-DBQ - What were the Primary Reasons for the “Fall” of Rome?</p>			<p>Maps of the Mediterranean region with sea routes</p> <p>Rise and Fall of the Roman Empire History Channel: The Byzantine Empire</p> <p>Mr. Nicky’s Edpuzzle: The Byzantine Empire Constantinople: The City of Walls</p> <p>Venn diagram Thinking maps</p>	



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<p>Mini-DBQ - What is the Primary Reason to Study the Byzantines?</p> <p>Savvas: Topic 1: Life in Medieval Christendom</p> <p>Lesson 1: The Early Middle Ages in Europe Lesson 2: Christianity Spreads Lesson 3: Feudalism and the Manor Economy Lesson 4: Revival of Towns and Trade Lesson 5: The Church and Medieval Culture</p> <p>Topic 2: Struggle in Medieval Europe Lesson 1: Conflicts Between Popes and Monarchs Lesson 2: England Takes Shape Lesson 3: The Crusades Lesson 4: The Reconquista Lesson 5: Decline of Medieval Society</p>	<p>Mind Map Study.com -“The Rise of the Byzantine Empire” TedEd video - https://www.youtube.com/watch?v=Okph9wt8I0A</p> <p>Example chart for differences http://factsanddetails.com/russiaPeople_and_Life/sub9_2b/entry-5003.html Met Museum Icons and Iconoclasm Great Schism video - https://edpuzzle.com/media/60ab89a52fa70441434b188c *SHEG is now Digital Inquiry Group Stanford History Education: The Dark Ages - https://sheg.stanford.edu/history-lessons/dark-ages</p> <p>Stanford History Education: Understanding the Black Death https://sheg.stanford.edu/history-lessons/understanding-black-death</p> <p>Stanford History Education (Digital Inquiry Group) : First Crusade https://sheg.stanford.edu/history-lessons/first-crusade</p> <p>Feudalism diagram video: https://www.youtube.com/watch?v=3Riz5HdoHRE&t=458s</p> <p>Edpuzzle Dark Ages: https://edpuzzle.com/media/59da63650572ac404514d0fe</p> <p>Edpuzzle Feudalism: https://edpuzzle.com/media/5b7ef85d68e9343f574f4ab3</p>
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	<p>Video: The Essence of Money - A Medieval Tale Hatters Guild Activity</p> <p>“Medieval Guilds” - https://www.youtube.com/watch?v=vnQlHeee9Dw&t=29s</p> <p>“Medieval Christian Church” - https://www.youtube.com/watch?v=tdA8DMISJ1o</p> <p>Crusade Inquiry: “How should we remember the Crusades?” Cause and Effect chart: Organize causes of the Crusades in Medieval Europe. Perspectives of the Crusades - use text to compare Jewish, Christian, and Islamic perspectives of the Crusades Filthiest cities video first two minutes of Body Stories, “The Flu” (blood borne versus airborne) https://www.youtube.com/watch?v=CkTKZTCxrtc</p> <p>Magna Carta Primary source C3 IDM: “Can disease change the world?” http://www.c3teachers.org/wpcontent/uploads/2015/09/NewYork_6_Black_Death2017.pdf</p> <p>The Dark Ages SHEG (Digital Inquiry Group) “End of Feudalism” - https://www.youtube.com/watch?v=Ra4lwfHO_z4</p> <p>“Decline of Feudalism” - https://www.youtube.com/watch?v=6IG_momFSZo&t=128s</p>
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*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.



Unit 2: Arabia and Africa		Estimated Time Frame: 40 Days		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In this unit, students will analyze and evaluate Islamic influences on government, citizenship, and the changing societal roles. Students will compare rights, roles, responsibilities and limitations of subjects in civilizations featuring major monotheistic religions (Christianity, Judaism, and Islam). Students will also analyze multiple sources in order to determine how early Islamic empires expanded and the innovations created by Islamic scholars that impacted other societies.</p> <p>Students will learn to analyze multiple sources as they formulate a claim about how geography impacts the history, economy and culture of an entire region. Evidence for this claim will be grounded in the analysis of East African trade routes as well as the expansion of Islam into Africa. As students read and annotate excerpts from multiple period historians, they will also analyze resources such as the Catalan Atlas of 1375 to learn how the world viewed the development of Medieval African empires such as Ghana, Mali, and Songhai. Students will discover the importance of the Indian Ocean Maritime Trade. Students will locate environmental and geographic regions of the continent of Africa and discuss how these regions impacted Medieval African Civilizations.</p>				
Prerequisite skills and knowledge				
<p>Monotheistic religions, Geographical applications, Fertile Crescent and Technologies/Development of the Region. African regions: Savannah, Sahara Desert, etc. Ancient Egypt and Nubian Empire. Early human migration. African trade routes. Punic Wars.</p>				
Compelling Question				
Is cultural diffusion limited to only the spread of religion?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary



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<p>How did geography of the Arabian Peninsula influence state building?</p>	<p>7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of AfroEurasia and the Americas between 600-1600.</p> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600</p>	<p>I am learning how to analyze multiple sources to understand the impact geography had on the development of the Arabian peninsula</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Identify the Arabian Peninsula and surrounding landmarks on a map. 2. Determine where/why cities developed based on environmental factors. 	<p>Islam Muslim Qu’ran Torah Bible Hajj Hijrah Pilgrimage Monotheism Temple Church Mosque caliph/caliphate Astrolabe Calligraphy Arabesque Conquest Kinship Caste Lineage Clan Supply and Demand Surplus</p>
<p>How do the basic beliefs of Islam compare to other</p>	<p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between</p>	<p>I will analyze multiple sources and perspectives to summarize the development of Islam</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Compare and contrast three main 	



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<p>monotheistic religions?</p>	<p>600-1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.</p>		<p>monotheistic religions.</p>	
<p>What led to the rise of the Islamic caliphates?</p>	<p>7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.</p> <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.</p> <p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p>	<p>I am learning how to analyze multiple sources and perspectives to explain the rise of the Islamic Caliphate</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Summarize the relationship between religion and government within the Islamic empires. 	



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<p>How did the expansion of Islamic empires impact other societies?</p>	<p>7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p>	<p>I am learning how to analyze multiple sources to explain the impact that the expansion of Islam had on other societies</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Explain what motivates an empire to expand 2. Identify ways that Islamic empires impacted other societies through various interactions (social, cultural, political and economic). 	
<p>What important innovations and adaptations</p>	<p>7.E.ST. 3 Explain how growing interdependence and advances in technology improve standards of</p>	<p>I am learning how to analyze multiple sources and identify and evaluate the innovations that transformed Islamic</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. List important Islamic innovations and 	



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<p>did Muslims make?</p>	<p>living</p>	<p>societies.</p>	<p>inventions</p> <p>2. Explain how Islamic innovations impact the modern world.</p>	
<p>How did the geography of Africa impact trade in West Africa?</p>	<p>7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of AfroEurasia and the Americas between 600-1600.</p> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600</p>	<p>I am learning how to analyze multiple sources to understand the impact geography had on the development of Africa</p>	<p>I know I am successful when I can...</p> <p>1. Identify and Label a map of Africa’s climate regions</p> <p>2. Identify and explain how geography/Climate regions influenced settlement patterns in Africa.</p>	



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<p>How did trade impact the development, growth and wealth of African Societies?</p>	<p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of AfroEurasia and the Americas between 600-1600 influenced the division and control of land and resources.</p> <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources</p>	<p>I am learning to analyze and evaluate sources to identify the rise of East African empires.</p> <p>I am learning to analyze and evaluate sources to identify the rise of North and West Africa</p> <p>I am learning to analyze multiple sources to identify how the trans-Saharan trade network impacted West African empires.</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. List and explain factors that led to the rise of interactions between North and West Africa. (Trans-Saharan) 2. List ways that trade aided interaction of African societies. 3. Explain how African Societies interacted and relied on trading relationships for growth. 	
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	<p>and economic incentives.</p> <p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p>			
<p>What factors led to the decline of African Kingdoms?</p>	<p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of AfroEurasia and the Americas influenced the division & control of land.</p> <p>7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.</p>	<p>I am learning to analyze sources to identify the factors that caused the decline of African Kingdoms.</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> List factors that negatively impacted African societies Identify ways that increased interactions led to a decline in African societies. 	
Summative Assessment				
In House Unit 2 Summative Assessment				



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Administer Combined Unit 2-3 Common Unit Assessment after Unit 3

[Combined Unit 2-3 Released Items](#)

Anchor Materials (bolded mandatory by state)	Resources
<p>Savvas - Topic 3: The Islamic World Lesson 1 - Origins of Islam Lesson 2 - Beliefs of Islam Lesson 3 - Expansion of the Muslim World Lesson 4 - Achievements of the Islamic Civilization Lesson 5 - India After the Fall of the Gupta</p> <p>Mini-DBQ - Why Did Islam Spread so Quickly?</p> <p>Savvas: Topic 6: African Civilizations Lesson 1: The Rise of Ghana in West Africa Lesson 2: Mali and Songhai Lesson 3: Trading States of East Africa Lesson 4: African Traditions</p> <p>Mini DBQ - Mansa Musa’s Hajj: A Personal Journal</p>	<p>Stanford History Group (Digital Inquiry Group) : Expansion of the Early Islamic Empire https://sheg.stanford.edu/history-lessons/expansion-early-islamic-empire</p> <p>5 pillars of Islam explained Comparison Chart</p> <p>Sunni and Shia Islam split (Khan Academy) https://youtu.be/iMbAu2Oh7PA BBC: Sunnis and Shia CBS: Breaking down the conflict between Sunnis and Shiites (video)</p> <p>Stanford History Education Group(Digital Inquiry Group) ”Expansion of the Early Islamic Empire”</p> <p>Study.com videos:</p> <ul style="list-style-type: none"> -Arab-Islamic Empire: Emergence, Establishment and Expansion -The Rise of the Turks & Their Impact on Islam -The Emergence of Three Empires in Eurasia: Ottoman, Safavid, and Mughal <p>Muslim Learning: Scientific, Artistic, Medical, and Literary Accomplishments</p> <p>Primary Source: “The Rose” by Rumi History Alive Textbook: Muslim Innovations and Adaptations Stanford History Education: Mansa Musa (Digital Inquiry</p>



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	<p>Group) https://sheg.stanford.edu/history-lessons/mansa-musa BrainPop: Mansa Musa ▶ Griot B - Medieval West Africa (Black History Rap) ▶ Mansa Musa and Islam in Africa: Crash Course World Hi... Mansa Musa: Richest Man in the World African Geography</p> <p>Group) https://sheg.stanford.edu/history-lessons/mansa-musa BrainPop: Mansa Musa ▶ Griot B - Medieval West Africa (Black History Rap) ▶ Mansa Musa and Islam in Africa: Crash Course World Hi... Mansa Musa: Richest Man in the World African Geography</p> <p>Stanford History Education Group – Mansa Musa (Mali): https://sheg.stanford.edu/history-lessons/mansa-musa</p> <p>Digital Inquiry Group: Ibn Battuta</p> <p>Edcitement – Timbuktu’s Golden Age of Scholarship</p> <p>The Bling King PDF</p> <p>PBS: Africa’s Great Civilizations</p> <p>Lost Cities: Great Zimbabwe</p> <p>Swahili: Coastal Civilization</p> <p>TedEd: Griot Tradition of West Africa</p>
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	European Slave Trade Interactive Map
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Unit 3 Civilizations of East Asia (China, Japan, Korea, and Mongolia)			Estimated Time Frame: 20 Days	
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In this unit, students will be able to investigate the influence that East Asian cultures had on one another. Students will learn that several dynasties ruled during the medieval era which brought peace, order, and economic gains to China. Students will analyze the impact that the Mongolian (Yuan) Dynasty had on the connectedness of Afroeurasia. Students will learn how both Japan and Korea evolved to become more complex by having direct contact with neighboring cultures. Students will also analyze multiple documents in order to compare European and Japanese feudal systems.</p> <p>Using various inquiry activities, students can investigate any of the following:</p> <ul style="list-style-type: none"> • “Genghis Khan: Was he a good leader or bad leader?” • “Should we celebrate the voyages of Zheng He?” • “Samurai and Knights: Were the similarities greater than the differences?” 				
Prerequisite skills and knowledge				
From Grade 6 - historical perspective from Ancient China: religion, philosophies, trade, government and all other aspects of Chinese civilization, the silk road				
Compelling Question				
Did cultural diffusion benefit the development of all East Asian countries?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How did the geography of East Asia influence its	7.G.GR.1 Analyze the spatial organization of people, places and environments	I am learning how to analyze multiple sources to understand the impact	I know I am successful when I can...	Isolationism Archipelago Bureaucracy



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<p>development?</p>	<p>found in the societies and empires of AfroEurasia and the Americas between 600-1600.</p> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600</p>	<p>geography had on the development of East Asia</p>	<ol style="list-style-type: none"> 1. Label geographic features of East Asia on a map 2. Explain how geographic features impacted where people settled in East Asia. 	<p>Urbanization Civil Service Exams Confucianism Buddhism Shintoism Daimyo Samurai Bushido Shogun Block printing</p>
<p>How did Chinese dynasties gain and maintain power over people and territories?</p>	<p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.</p> <p>7.H.CO.1 Explain how</p>	<p>I am learning how to analyze multiple sources to identify how Chinese dynasties gained and maintained power</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Explain how government leaders exerted control over Chinese citizens. 2. Identify the roles of 	



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	<p>religion influenced state-building, trade and cultural interactions between 600-1600.</p> <p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p>		<p>citizens and social order in Medieval China.</p>	
<p>How did culture spread from East Asia to other countries?</p>	<p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.</p> <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.</p>	<p>I am learning how to evaluate and analyze multiple sources to explain how culture was spread throughout East Asia</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Describe trades routes that were used to link AfroEurasian societies. 2. Identify how cultural diffusion influenced and impacted other AfroEurasian societies. 	



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	7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.			
How did the rise of the Mongol (Yuan) Empire increase connections within Afro Eurasia?	7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.	I am learning how to analyze multiple sources to identify how the Mongols gained and maintained power	I know I am successful when I can... 1. Identify key aspects of the Mongol Empire. 2. State important	
How did contact with neighboring cultures help shape medieval Japan?	7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600. 7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of AfroEurasia and the Americas between 600-1600 influenced the division and control of land and resources. 7.G.HI.2 Examine ways in which one culture can	I am learning how to evaluate and analyze multiple sources to explain the impact of neighboring societies on Japan I am learning to evaluate and analyze multiple sources to explain the rise of Feudal Japan	I know I am successful when I can... 1. Give examples of how China and the Mongols influenced Japanese culture.	



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	<p>both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p>			
Summative Assessment				
<p>Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)</p>				
Anchor Materials (bolded mandatory by state)			Optional Resources	
<p>Savvas: Topic 4: Medieval China Lesson 1: Tang and Song China Lesson 2: The Mongol and Ming Empires Lesson 3: Chinese Thought and Achievements Lesson 4: Emergency of Japan Lesson 5: Japanese Feudalism Lesson 6: Japanese Society and Culture Lesson 7: Korea and Southeast Asia</p> <p>Mini-DBQ options:</p> <ul style="list-style-type: none"> • “Genghis Khan: Was he a good leader or bad leader?” • “Should we celebrate the voyages of Zheng He?” • “Samurai and Knights: Were the similarities greater than the differences?” 			<ul style="list-style-type: none"> ▶ Journals Through History Ancient China Contributions... ▶ Geography of China ▶ The rise and fall of the Mongol Empire - Anne F. Broadbr... ▶ History vs. Genghis Khan - Alex Gendler ▶ A day in the life of a teenage samurai - Constantine N. V... <p>“Ring of Fire” YouTube Video</p> <p>TCI History Alive Lesson 19 The Influence of Neighboring Cultures of Japan</p> <p>Study.com: China & Korea’s Influence on Classical Japan Bushido: Definition, Code, and Virtues</p>	



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Medieval Japan: Religion, Government & Economy

Samurai and Knights Mini Q -

<https://www.pmschools.org/site/handlers/filedownload.ashx?moduleinstanceid=520&dataid=2660&FileName=european-japan%20feudalism.pdf>

<https://timemaps.com/history/china-1000bc/>

Forbidden City - Inquiry-based lessons in World History (vol 2)

Interactive timeline with videos and lessons

<http://www.pbs.org/story-china/timeline>

[Confucius and Confucianism](#) -

[3-minute biography: Confucius](#) -



Unit 4: Renaissance & The Age of Enlightenment			Estimated Time Frame: 30 Days	
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In this unit, students will explain how the Renaissance movement utilized classical (ancient Greece and Rome) thought and inspired new learning. They will learn how movements in art and architecture led to changes that have continued influence over society and how new innovations in science, medicine, philosophy, and literature spread throughout Europe and later to the world. Students will analyze both primary and secondary sources in order to connect how these innovations allowed new religious thought to bring about a restructuring of society and government.</p>				
Prerequisite skills and knowledge				
Power of the Church, Decline of Feudalism, Effect of disease and mercantilism on society, development of cities, spread of ideas through trade, influence of Islam, shift in authority of governments from monarchies to democracies				
Compelling Question				
Did innovations lead to globalization?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How did the geography of Europe influence the spread of ideas during the Renaissance?	7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of AfroEurasia and the Americas between 600-1600.	I am learning how to analyze multiple sources to understand the impact geography had on the the spread of ideas throughout Europe	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Identify important geographic features on a European map 2. Explain how ideas 	<p>Moveable type Anabaptist Protestant Puritan Calvinism Indulgence Reform</p>



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	<p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600</p>		<p>were spread throughout Europe</p>	<p>Sacrament Nationalism Magnetic compass Cartography Scientific method Heliocentric Theory Geocentric Theory Rationalism Enlightenment Renaissance Absolute power/monarchy Divine right Parliament Constitutional monarchy Natural rights Social contract</p>
<p>How did the innovations of the Renaissance impact Europe?</p>	<p>7.E.MA.1 Compare the economic development of traditional and market economies.</p> <p>7.H.CO.1 Explain how religion influenced state-building, trade and</p>	<p>I am learning to analyze multiple sources to evaluate the innovations of the Renaissance and their impact on the world</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. List important innovation and inventions of the Renaissance 	



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	<p>cultural interactions between 600-1600.</p> <p>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p>		<p>2. Explain how innovation and inventions impacted or changed people’s thinking during the Renaissance</p>	
<p>How did the Protestant Reformation lead to change in Europe?</p>	<p>7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.</p> <p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p>	<p>I am learning to analyze multiple sources to identify how the Protestant Reformation led to change in Europe</p>	<p>I know I am successful when I can...</p> <p>1. Identify reasons why the Protestants disagreed with Catholic Church</p> <p>2. Explain how changed thinking impacted Europe (culturally, economically, socially, and politically)</p>	
<p>How did the ideas of the Enlightenment lead to change?</p>	<p>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.E.MA.2 Compare how different economic systems choose to</p>	<p>I am learning to analyze multiple sources to identify how the ideas of the Enlightenment led to change.</p>	<p>I know I am successful when I can...</p> <p>1. Explain what the enlightenment was.</p> <p>2. Identify the impacts that innovations had on the modern world.</p>	



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	allocate the production, distribution and consumption of resources.			
How did the adaptations and innovations of the Scientific Revolution lead to change?	7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.	I am learning to analyze multiple sources to identify and explain how adaptation and innovations of the Scientific Revolution led to change	I know I am successful when I can...	
			<ol style="list-style-type: none"> 1. Explain what the Scientific Revolution was 2. Evaluate various scientific innovations 3. Explain how these innovations led to the development of the modern world 	
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials (bolded mandatory by state)			Optional Resources	
Savvas Topic 7: The Renaissance & Reformation Lesson 1 - The Renaissance Lesson 2 - Arts and literature of the Renaissance Lesson 3 - Impact of the Renaissance Lesson 4 - Reformation and Reaction Lesson 5 - Legacy of the Protestant Reformation			<ul style="list-style-type: none"> ▶ Renaissance - Overview - Goodbye-Art Academy Brainpop: Renaissance ▶ A Fun, Animated History of the Reformation and the Man ... ▶ History 101: The Protestant Reformation National Geogra... 	



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<p>Lesson 6 - The Scientific Revolution</p> <p>DBQ - “How did the Renaissance Change Man’s View of Man? “ What was the most important consequence of the printing press?</p>	<p>Study.com: Renaissance Humanism</p> <p>Inquiry Based Lesson in World History v. 2 - Inquiry on Art</p> <p>Printing press in use:</p> <p>SHEG - Why did Luther challenge the Catholic Church?</p> <p>Inquiry-based lessons in World History vol. 2 - Inquiry on 95 Theses</p> <p>Galileo in a Nutshell</p> <p>The Scientific Revolution - Crash Course History of Science</p> <p>Standing on the Shoulders of Giants lesson: OSU History Teaching Institute</p>
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Unit 5: Age of Exploration and The Americas	Estimated Time Frame: 40 Days
Inquiry Standards and Interdisciplinary Literacy Practices	
Big Idea	



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This unit will focus on the costs and benefits of human exploration through the expansion of European kingdoms. Students will analyze images, maps, trade routes, and first hand written accounts to develop and refute claims on the political, geographic, economic, and social changes which were influenced by the drive for global interconnectedness. Specifically, students will examine how the creation of a large-scale market economy based highly on the sharing of ideas, technologies, resources, and the movement of peoples across the Atlantic and Indian Oceans affected indigenous populations and created a race for land claims and wealth.

In this unit, students will study how geography and environment shaped the lives of indigenous people living in the Americas and impacted the development of their societies. Students will look at a variety of sources to analyze the advancements of the Maya, The Inca, The Aztecs, and North American cultural regions and how these advancements are remembered today.

Prerequisite skills and knowledge

Polytheistic religions, Geographical applications, Technologies/Development of the Region, Development of Civilizations, Intended and Unintended Consequences of Human Interaction

Silk Road, Trade Routes, Intended and Unintended Consequences of Human Interaction, development of colonial expansion, religious conversion, global geography

Compelling Question

What are the consequences of global interconnectedness?

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Key Vocabulary
What were the motivations for the Age of Exploration?	7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.	I am learning to analyze sources that explain the motivations European exploration had on the global world	I know I am successful when I can... 1. Describe reasons explorers sought out new trade routes	Circumnavigate "Gold, God, Glory" Cartography Caravel Mercantilism Columbian Exchange Triangular Trade Route



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				Colonization Factors of Production: land, labor, capital, entrepreneurship Conquistado Slash-and-burn Density (population,rainforest) Floating Gardens (Chinampas) Dikes Quipu Domestication Terraced farming Viceroy Encomienda system
What were the results of the Age of Exploration?	7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.	I am learning to analyze the impact of the Age of Exploration.	I know I am successful when I can... 1. Explain the importance of the “3 G’s” 2. Discuss the new technologies created for cartography. 3. Compare the consequences of exploration.	
How did exploration impact economic, social, political, and environmental factors?	7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600. 7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas 1450-1600.	I am learning to analyze sources to identify and explain the impact exploration had on economic, social, political, and environmental factors	I know I am successful when I can... 1. Create a claim about the consequences of the exploration. 2. Select relevant evidence to support a claim. 3. Provide an	



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	<p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration</p>		<p>explanation to the evidence to claim.</p>	
<p>How did the geography of North America impact its development?</p>	<p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of AfroEurasia and the Americas between 600-1600.</p> <p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of AfroEurasia and the Americas between 600-1600 influenced the division and</p>	<p>I am learning how to analyze multiple sources to identify the impact geography had on the development of North America</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Describe geographical features of North America 2. Explain how these features impact where and why people settle 	



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	<p>control of land and resources</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p>			
<p>How did environmental factors affect the development of societies of the Americas?</p>	<p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of AfroEurasia and the Americas between 600-1600.</p> <p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of AfroEurasia and the Americas between 600-1600 influenced the division and control of land and resources</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion</p>	<p>I am learning to evaluate and analyze sources that demonstrate the environmental factors that impacted the development of North America</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Explain what an environmental factor is 2. Describe ways the environment impacted where societies settled 	



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	of empires between 600-1600.			
How did the geography of South America impact its development?	<p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p> <p>7.G.HE.1 Examine how physical geography influenced the societies and empires of AfroEurasia and the Americas between 600-1600.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p>	<p>I am learning how to analyze multiple sources to identify the impact geography had on the development of South America</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Identify geographic features in South America 2. Examine how geography impacted settlement patterns in South America 	
What was the cultural legacy of the Maya civilization?	<p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450</p>	<p>I am learning to analyze sources to identify the rise of the Mayan Empire</p> <p>I am learning to analyze sources about the legacy of the Maya</p> <p>I am learning to analyze</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> 1. Analyze sources as to how the Mayan civilization gained power 2. Describe the impact the Mayan 	



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	<p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.</p>	<p>sources about the fall of the Mayan Empire</p>	<p>innovation had on the modern world</p> <p>3. Summarize various theories that led to the decline of the Mayan Civilization</p>	
<p>What were the cultural legacies of the Aztec civilization?</p>	<p>7.C.CV.1 , Describe the methods used by nondemocratic governments to create order, establish justice and meet the needs of their subjects between 600-1600</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p> <p>7.H.CO.1 Explain how religion influenced state-building,</p>	<p>I am learning to analyze sources to identify the rise of the Aztecs</p> <p>I am learning to analyze source to identify and explain the legacy of the Aztecs</p> <p>I am learning to analyze sources that explain the fall of the Aztec empire</p>	<p>I know I am successful when I can...</p> <p>1. Analyze sources as to how the Aztec civilization gained power</p> <p>2. Describe the impact the Aztec innovation had on the modern world</p> <p>3. Summarize various theories that led to the decline of the Aztec Civilization</p>	



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	trade and cultural interactions between 600-1600.			
What were the cultural legacies of the Inca civilization?	<p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p> <p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p>	<p>I am learning to analyze sources to identify the rise of the Inca civilization</p> <p>I am learning to analyze sources to identify and explain the legacy of the Incan empire</p> <p>I am learning to analyze sources that describe the fall of the Inca empire?</p>	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> Analyze sources as to how the Inca civilization gained power Describe the impact the Inca innovation had on the modern world Summarize various theories that led to the decline of the Inca Civilization 	
How did European expansion and exploration	7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.	I am learning to analyze sources to identify and explain the impact of European expansion and	<p>I know I am successful when I can...</p> <ol style="list-style-type: none"> Describe characteristics of 	



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<p>impact native American civilizations?</p>	<p>7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.</p>	<p>exploration on the Americas.</p>	<p>an empire and colony 2. Identify and describe benefits and consequences of colonization</p>	
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Summative Assessment

Anchor Question Bank link (items tied to power standards) ([Link to Common Unit Assessment](#))

Anchor Materials (bolded mandatory by state)	Optional Resources
<ul style="list-style-type: none"> ● Savvas Topic 8: Global Convergence ● Lesson 1 - Voyage of discovery ● Lesson 3 - The Spanish Empire ● Lesson 4 - The Portuguese Empire ● Lesson 5 - Impact of Global Trade ● Lesson 6 - Colonial Rivalries in North America ● Lesson 7 - The Atlantic Slave Trade <p>Savvas Topic 5: The Americas</p> <ul style="list-style-type: none"> Lesson 4 - North American Cultures Lesson 1 - The Maya Lesson 2 - The Aztecs Lesson 3 - The Incas <p>Savvas Topic 8: Global Convergence</p> <ul style="list-style-type: none"> Lesson 7 - Conquest of the Aztec and Incan Empires 	<p>TCI activity online:</p> <p>Shег: Moctezuma and Cortes</p> <p>Article - https://www.thoughtco.com/age-ofexploration-1435006</p> <p>https://www.historycrunch.com/age-of-exploration-overview.html#/</p> <p>PBS: The Columbian Exchange</p> <p>Christopher Columbus Atrocities:</p> <p>Bartolomé De las Casas -</p> <p>SHEG - The Middle Passage</p>



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DBQ options:

- “Aztecs: What should history say?”
- The Maya: What was their Most Remarkable Achievement?

▶ **What is a City-State?**

<https://www.youtube.com/watch?v=YmcnZ5IP9tg>

▶ **What is the Mayan Calendar**

▶ **Tenochtitlan -The Venice of Mesoamerica (Aztec Hist...**

▶ **Machu Picchu 101 | National Geographic**

[Native American housing](#)

[Smithsonian: Living Maya Time](#)

[Maya Explained in 11 minutes](#)

[Aztec ball game:](#)

[The Aztecs Explained in 14 minutes](#)

[The Inca Empire Explained in 11 minutes](#)

[TedEd - “Rise and Fall of the Inca Empire”](#)

[National Museum of the American Indian: The Great Inka Road](#)



Fayette County
Public Schools

2024-2025 Social Studies Framework

Social Studies Grade 7: Growth & Expansion of Civilizations

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