

GRADE 7 WORLD BACKGROUNDS OBJECTIVES

Introduction to Culture – 3 weeks

- The students will define the concept of culture and identify its elements:
 - * political
 - * economic
 - * social
 - * beliefs
- The students will explain the generalizations associated with culture and apply them to each society studied:
 - * Culture is everything we have, think, or do as members of society;
 - * Culture is influenced by the geographic features of the region;
 - * Culture is learned;
 - * Every culture system is based on at least one logical assumption;
 - * There are both differences and similarities among the many cultures of the world;
 - * Cultures are constantly undergoing change; and
 - * Culture is the filter through which everyone views the world.

China – 5 weeks

- In their study of the history of ancient China from 2000 B.C. to 1300 A.D. the students will:
 - * construct a relief map;
 - * analyze the impact of geography on China's economic, political, and social development;
 - * compare Confucianism (the five relationships), Taoism (living in harmony with nature), and Legalism (strict rules and punishments);
 - * describe the structure and importance of the traditional Chinese family with emphasis on extended family, arranged marriages, male superiority, and respect for the elderly;
 - * evaluate the dynastic political structure including Qin and Tang and the Mandate of Heaven;
 - * describe the development of a political structure which utilized civil service exams and merit; and
 - * describe the artistic and technological achievements such as painting, sculpture, calligraphy and the invention of gunpowder and movable type for printing.
- In their study of Ancient China, the students will locate on a map of Asia, China, Taiwan, Korea, Vietnam, Mongolia, Japan, Russia, the Philippines, India, the Gobi Desert, the Himalayas, the Tibetan Plateau, Beijing, Shanghai, Hong Kong, the Great Wall, the Sea of Japan, and the Yangtze and Huang He Rivers.

Pre-Columbian Societies – 6 -7 weeks

- In their study of the social, political, economic, and belief systems of the Maya, Aztec, and Inca cultures, the students will:
 - * describe its absolute and relative locations in Central and South America;

- * explain the influence of geography on the early settlements in Central and South America;
 - * identify their adaptations to geographic differences resulting in unique agricultural practices;
 - * compare the achievements of the three cultures e.g. writing, astronomy, architecture and technology;
 - * describe their polytheistic religion and sacrificial practices;
 - * describe the artistic achievements of each culture; and
 - * analyze the reasons for the decline of each culture.
- The students will research an aspect of one pre-Columbian culture and, using computer and print materials, will create a written and visual presentation.
 - On a political map of Mexico, Central and South America, the students will:
 - * label all the countries and their capitals,
 - * locate Cuba, Hispanola, Tierra del Fuego, Jamaica, the Andes Mountains, Yucatan Peninsula, Cape Horn, the Amazon, Rio Grande, and Orrinoco Rivers, the Straits of Magellan, the Panama Canal, the Gulf of Mexico, Lake Titicaca, Lake Nicaragua, and the Caribbean Sea.
 - * locate the sites of the Ancient Aztec, Incan, and Mayan civilizations.

Islam – 3 - 4 weeks

- In the study of Islam students will:
 - * describe the basic components of Islam (the 5 pillars);
 - * explain the spread of Islam;
 - * recognize the origins and development of the Islamic culture and be aware of the relationship between environment, culture and religion;
 - * identify contributions of Islamic culture to the world; and
 - * analyze the role of Islamic societies in the current world.

Ancient Ghana – 4 - 5 weeks

- In their study of the social, political, economic, and belief systems of the ancient kingdom of Ghana, the students will:
 - * describe its absolute and relative location in Africa;
 - * analyze the impact of climate and topography on the economic development;
 - * evaluate the need for commodity determines value (salt=gold);
 - * describe the beliefs and artistic achievements (masks, folktales, and proverbs);
 - * explain the matrilineal political structure, and the importance of clans in village life.
- The students will locate on a map of Modern Africa the site of the Ancient Kingdom of Ghana, the Kalahari and Sahara Deserts, the Niger and Congo Rivers, Mt Kilimanjaro, the Atlas Mountains, the Congo Basin, the Cape of Good Hope, and the modern nations of Egypt, Zimbabwe, Sudan, Ethiopia, South Africa, Nigeria, the Congo, and Ghana.

Middle Ages, and the Crusades – 6 - 7 weeks

- In their study of the Medieval period from 500-1400 A.D., the students will:
 - * describe the geography, using absolute and relative location, of the medieval world;
 - * describe the age of Charlemagne and the revival of the idea of the Roman Empire;
 - * analyze the structure of feudal society from kings to serfs and its impact on the economic, social, and political systems.
 - * describe life on a medieval manor;
 - * explain the dominant role of the Catholic Church;
 - * analyze structure and function of castles and Romanesque and Gothic cathedrals;
 - * analyze the causes and results of the Crusades;
 - * analyze the reasons for the end of feudalism;
 - * describe the effects of the Black Death;
 - * analyze the growth of towns, trade guilds, and universities; and
 - * analyze its impact on Western Civilization.
- On a map of Europe in the Middle Ages, the students will:
 - * label the Kingdoms of England, France, Poland, Hungary, Denmark, Norway, Sweden, Sicily, and the Byzantine Empire.
 - * locate the Papal States, Aragon, and Aquitaine, and the cities of London, Paris, Rome, Aachen, and Constantinople.
 - * locate the North Sea and the Seine, Rhine and Danube Rivers.

Renaissance and Reformation – 4 - 5 weeks

- In their study of the Renaissance, the students will:
 - * explain the impact of geography as to why the Renaissance began on the Italian peninsula;
 - * analyze the economic foundations of the Renaissance including increased trade, role of the Medicis, and new economic practices;
 - * compare the structure of the Italian city-states to that of the Medieval Manor;
 - * the rise of Humanism;
 - * describe the artistic, literary, intellectual creativity and scientific advancements including Leonardo DaVinci, Michelangelo, Shakespeare, Galileo, and Gutenberg; and
 - * explain the effects of the theological and political differences that emerged during the Reformation including the views and actions of Martin Luther.
- On a political map of Italy, the students will locate the Adriatic Sea, the Tiber and Po Rivers, the cities of Venice, Milan, Genoa, Pisa, Naples, Florence, Rome, and the Vatican.

Critical Thinking Skills/Skills of Historical Analysis

- The students will develop skills for historical analysis including the ability to:
 - * identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and to make generalizations about events and life in China, Ghana, Pre Columbian and Islamic societies, the Middle Ages and the Renaissance;
 - * evaluate material for accuracy by examining different sources;

- * identify multiple cause and effect relationships with as well as construct various time lines of the ancient civilizations studied (China, Ghana, Pre Columbian and Islamic societies, the Middle Ages, and the Renaissance) including landmark dates, technological and economic changes, social movements, and military conflicts, and
- * recognize and explain the different factors in China, Ghana, Pre Columbian and Islamic societies, the Middle Ages, and the Renaissance that contributed to that society's core or basic assumption.
- The students will develop skills in discussion, debate, and persuasive writing by evaluating different assessments of the causes, effects, and outcomes of major events in the development of world culture (China, Ghana, Pre Columbian and Islamic societies, the Middle Ages, and the Renaissance).
- The students will develop skills in discussion, comparative analysis, and summary writing as they investigate current world and national events.

Research /Information Gathering and Presenting Skills

- In preparing research projects in the Pre-Columbian and Renaissance units, the students will:
 - * choose a subject;
 - * identify key ideas and supporting details from a variety of sources;
 - * take brief relevant notes from materials chosen on notecards;
 - * outline from notecards;
 - * draft an essay from outline;
 - * revise and edit essay; and
 - * develop a list of works consulted.