

MS Social Studies 7

Huntingdon Area School District

UNITS (5/5 SELECTED)

-  Unit 1: The Beginnings of Human Society
-  Unit 2: Geography of Ancient Civilizations
-  Unit 3: Religion and Culture
-  Unit 4: Government Structure and Warfare
-  Unit 5: Technology and Communication

SUGGESTED DURATION

45 lessons

25 lessons

70 lessons

75 lessons

1 lesson

Unit 1: The Beginnings of Human Society

MS Social Studies 7

UNIT OVERVIEW

The prehistory of today's society stretches back thousands of years. Progressing from the hunter-gatherers to Stone Age farmers, humans developed new means of producing goods and new methods of survival. Fire and agriculture were key in the prehistoric people's attempt to establish permanent residences, and eventually instrumental in building the first civilizations and cities.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 7 - Geography

7.4.7.A

7.4.7.B

7.4

Pennsylvania - Grade 7 - History

8.4.7.B

8.4.7.D

8.4.7.A

8.4.7.C

National Common Core - Grade 6-8 - History/Social Studies

RH.6-8.4.

RH.6-8.5.

RH.6-8.1.

RH.6-8.2.

RH.6-8.3.

RH.6-8.7.

RH.6-8.8.

BIG IDEAS

Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
- Technology advances human society
- Global communication impacts human society
- Laws maintain order in human society

Unit 1: The Beginnings of Human Society

MS Social Studies 7

ESSENTIAL QUESTIONS

Essential Questions

- How can geography help us to understand history?
- What are the effects of geography and climate on farming?
- How did success lead to the development of social classes?

Unit 1: The Beginnings of Human Society

MS Social Studies 7

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
History is studied in many different ways. Archaeologists study objects found in the ground, caves, and ancient historical sites. If documents are available, historians research and study the written documents of the time to find out what, where, and why events occurred.	Identify the tools that archaeologists and scientist used to understand history. Relate the connections between geography and history.
Significant discoveries aided prehistoric people in their development. The use of stone to create tools, the ability to control fire, and the first attempts at farming were key in the advance of civilization.	Explain how hunter-gathers lived during the Stone Age. Explain the beginnings of farming.
Hunting and gathering required prehistoric people to move from place to place in order to survive. With the development of farming, however, tribes and clans were able to remain in one place. As populations grew, villages and towns developed. To keep order, rules were made, and forms of government evolved to manage society and provide necessary services.	Explain the advantages people gained by settling down in one place. Compare and contrast the differences between copper and bronze.

Unit 1: The Beginnings of Human Society

MS Social Studies 7

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Otzi Web Quest	Formative	Students will complete a web quest about Otzi the Iceman. Students will use the South Tyrol Museum of Archaeology website to help them learn more about the Iceman.
Section 2 Graphic Organizer	Formative	Students will use the text to help them review the information from Section 2.
Stone Age Survivor	Project	Students will pretend that they are creating a TV show called Stone Age Survivor. They need to create challenges that contestants will participate in that test their Stone Age abilities.
Section 3 Graphic Organizer	Formative	Students will use the text to help them review the information for Section 3.
Make a City Project	Project	Students will use the information they learned about early cities to help them develop their own city. Students will create a brochure for their city using the Pages app.
Quizizz Review Game	Formative	Students will be given a review game to help them review important topics from Unit 1.
Unit 1 Exam	Summative	Students will complete a test on the topics from Unit 1.

Unit 2: Geography of Ancient Civilizations

MS Social Studies 7

UNIT OVERVIEW

This unit will focus on the impact of geography on the development and advancement of Ancient Civilizations.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 7 - Geography

7.1.7.A

7.1.7.B

7.2.7.B

7.3.7.A

7.4

7.4.7.A

7.4.7.B

7.2

7.2.7.A

7.3

Pennsylvania - Grade 7 - History

8.4.7.A

8.4.7.C

8.4.7.B

National Common Core - Grade 6-8 - History/Social Studies

RH.6-8.2.

RH.6-8.3.

RH.6-8.4.

RH.6-8.5.

RH.6-8.7.

RH.6-8.8.

BIG IDEAS

Big Ideas

- Physical geography affects the development of civilizations
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Unit 2: Geography of Ancient Civilizations

MS Social Studies 7

ESSENTIAL QUESTIONS

Essential Questions

- How did geography make the rise of civilizations in the Fertile Crescent possible?
- How does the geography of the Nile River change as the river runs its course?
- How did the Indus and Ganges River valleys affect life in Ancient India?
- How did the geography of the Huang River affect ancient Chinese civilization?
- How did the geography of Greece affect the way that people lived?
- Why did Rome's geography make it a great location for a city?

Unit 2: Geography of Ancient Civilizations

MS Social Studies 7

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
<p>Mesopotamia lay between the Tigris and Euphrates rivers. These two rivers and the rich, fertile soil drew people to the region. The early people of Mesopotamia became farmers and then builders of cities. The most successful and advanced cities were the city-states of Sumer.</p>	<p>Explain how geography made the rise of civilization possible in the Fertile Crescent.</p>
<p>The Nile is the world's longest river. It flows north from its sources in central Africa to the Mediterranean Sea, a distance of more than 4,000 miles. Its waters are ideal for farming and trade. Sketch the geography of the Nile River as the river runs its course.</p>	<p>Sketch the geography of the Nile River as the river runs its course.</p>
<p>The Himalaya Mountains shielded India from invaders. The fertile river valleys and dependable rains encouraged early farmers to grow surplus crops. This surplus allowed large cities to develop and flourish.</p>	<p>Explain India's geographic setting.</p>
<p>China's major civilization began along the Huang He, the second-longest river in the region. The floods of this river brought rich soil to the surrounding land, ideal for farming. However, the river's unpredictable flooding could also bring great destruction.</p>	<p>Explain the geography of ancient China.</p>
<p>Mountains and water were natural barriers separating local communities of Greek people. The ancient Greek city-states thought of themselves as separate countries and developed their own customs and beliefs.</p>	<p>Communicate the effect of geography on the development of Greek communities.</p>

Unit 2: Geography of Ancient Civilizations

MS Social Studies 7

Knowledge	Skills
<p>The early settlers of Rome established the city along the Tiber River, which provided fertile soil and access to the Mediterranean Sea. As the civilization grew, the Romans developed a new form of government—a republic—that gave citizens the right to vote and select their leaders.</p>	<p>Describe the features of the rule of Julius Caesar.</p>

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Unit 2 Exam	Summative	Students will take an exam through a Google Form to assess their knowledge on the topics covered in Unit 2.
Quizizz Review Game	Formative	Students will use this assessment to help them prepare for the exam.
Ancient Civilization Advertisement Project	Project	Students will select a civilization and will create an advertisement encouraging people to move to that civilization.
Geography of the Nile Graphic Organizer	Formative	Students will review this organizer with the teacher to gauge their understanding.
India Map Activity	Formative	Students will complete the map activity to gauge their understanding of India's geography.
Geography of Ancient Rome Article and Questions	Formative	Students will complete the questions to help gauge their understanding of Rome's geography.

Unit 3: Religion and Culture

MS Social Studies 7

UNIT OVERVIEW

This unit will focus on comparing the religions and cultures of the ancient civilizations and the impact it had on people during ancient times.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 7 - History

8.4.7.A

8.4.7.B

8.4.7.C

8.4.7.D

National Common Core - Grade 6-8 - History/Social Studies

RH.6-8.1.

RH.6-8.2.

RH.6-8.3.

RH.6-8.4.

RH.6-8.5.

RH.6-8.7.

RH.6-8.8.

BIG IDEAS

Big Ideas

- Physical geography affects the development of civilizations
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Unit 3: Religion and Culture

MS Social Studies 7

ESSENTIAL QUESTIONS

Essential Questions

- How did the sea power of the Phoenicians help them spread their civilizations throughout the Mediterranean area?
- What effect did Judaism have on other religions?
- What were the religious beliefs and social classes of the ancient Egyptians?
- What were the two major religions in India?
- What impact did Confucius have on Ancient Chinese society?
- How did the Greeks attempt to understand the world?
- What were the aspects of daily Roman life and how did Christianity change the Roman world?

Unit 3: Religion and Culture

MS Social Studies 7

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
<p>Trade routes brought great wealth and knowledge to the Phoenicians. They developed a system of writing with an alphabet of 22 letters. This alphabet formed the basis of the alphabets that many nations use today. To the Israelites, history and religion were closely joined and were recorded in the Torah.</p>	<p>Explain the development of writing and the spread of culture in Mesopotamia and the Near East.</p>
<p>The ancient Egyptians believed in life after death. They developed a system of mummifying bodies to preserve them for the afterlife. During their lifetimes, many pharaohs built large pyramids to house their bodies after their death. Their society was divided into several social classes with men and women as equals.</p>	<p>Investigate the religious beliefs of the ancient Egyptians.</p>
<p>Hinduism developed from a blend of prehistoric customs and the beliefs of Indian people. Hindus believe in one religious spirit. They believe in reincarnation and that a person's behavior in this life determines the soul's position in the next life. A Hindu prince's search for the meaning of life developed into the major religion called Buddhism. The Buddha taught that human suffering is caused by selfish desires for power, wealth, and pleasure. The way a person can become free from suffering is by giving up these selfish desires.</p>	<p>Analyze the relationship between good and bad behaviors and the Hindu idea of reincarnation.</p>
<p>Confucius was the most famous and important of the early Chinese thinkers. His teachings were gathered together by his students into a philosophy that became known</p>	<p>Analyze how the ideas of Confucius changed the way civil servants were chosen in Ancient China.</p>

Unit 3: Religion and Culture

MS Social Studies 7

Knowledge	Skills
<p>as Confucianism. Over time, Confucianism came to guide many aspects of Chinese life.</p>	
<p>Ancient Greeks worshipped a family of gods and goddesses who, it was believed, originated and controlled all natural events. Philosophers, however, said that people could use the power of mind and reason to understand and guide their own destinies. Religion, philosophy, and politics influenced the tragedies and comedies of Greek theater. The Romans tolerated many religions in the empire. Among the results of this religious freedom was a new religion that grew from the teachings of Jesus.</p>	<p>Compare and contrast humans and Greek gods against the monotheistic teachings of Christianity.</p>

Unit 3: Religion and Culture

MS Social Studies 7

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Modern Day Tomb Collection slides	Project-based	Students use the information they know about Egyptian tombs to select items that they would want placed in their tombs.
Google Classroom private comments after reading articles	Formative (multiple throughout unit)	There are a number of articles in this unit. Students can leave a private comment on the Google Classroom assignment to check their understanding of the article.
Make a Myth Creative Writing Project	Project-based	Students will use their knowledge of Greek gods and goddesses to help them create their own gods/ goddesses and myths.
Graphic Organizers	Formative (multiple throughout unit)	There are a number of graphic organizers in this unit. Teachers can use any of these organizers as formative assessment.
Roman Daily Life Newsletter	Project-based	Students will use their knowledge of daily life in Rome to help them develop a newsletter using the Pages app.
Unit 3 Part 1 Quest	Summative	Students will take a test on the first half of this unit.
Buddhism, Confucianism and Hinduism Brochure	Project-Based	Students will select two belief systems and use information from the previous units to help them create an informative brochure.
Unit 3 Part 2 Quest	Summative	Students will take a test on the second half of this unit.

Unit 4: Government Structure and Warfare

MS Social Studies 7

UNIT OVERVIEW

This unit will focus on comparing the government structures of ancient civilization and the warfare that resulted as a result of differing ideologies.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 7 - History

8.4.7.A

8.4.7.B

8.4.7.C

8.4.7.D

8.1.7.A

8.1.7.B

National Common Core - Grade 6-8 - History/Social Studies

RH.6-8.1.

RH.6-8.2.

RH.6-8.3.

RH.6-8.4.

RH.6-8.5.

RH.6-8.6.

RH.6-8.7.

RH.6-8.8.

RH.6-8.9.

BIG IDEAS

Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
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ESSENTIAL QUESTIONS

Essential Questions

- What characterized the Babylonian and Assyrian empires?
- What were Egypt's accomplishments during each of the three kingdom periods?
- What was the impact of rise of the Maurya Empire?
- How did the warring kingdoms of China unite?
- How might the history of Greece have changed if Persia had won at Marathon?
- Why did the size of the Roman Empire become a problem?

Unit 4: Government Structure and Warfare

MS Social Studies 7

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
After the fall of Sumer, the biggest and most important civilizations were the empires of Babylonia and Assyria. These civilizations built grand cities where culture and learning were highly valued.	Compare and contrast the characteristics of the Babylonian and Assyrian empires.
The first dynasty of Egypt began when King Menes united Upper and Lower Egypt. This union began one of the most stable civilizations in history. The Egyptian pharaohs successfully ruled this large civilization for over 2,500 years.	Compare and contrast Egypt's accomplishments during each of the three kingdom periods.
The Maurya empire was founded in the early 300s B.C. and stretched from north to central India. The empire's wealth was earned mainly through trade and was used to improve the empire.	Examine the cause and effect of Buddhism on Asoka's rule.
Shi Huangdi unified China and became the "First Emperor" of the Chinese empire. This empire extended over most of the land that makes up modern-day China. During his rule he built roads as well as the Great Wall of China in order to defend the people and the empire.	Compare the ways that the emperors of the Qin and Han dynasties viewed the ideas of Confucius.
The ancient Greek city-states thought of themselves as separate countries and developed their own customs and beliefs. Over time, the Roman Empire slowly crumbled. Weak and corrupt rulers, a mercenary army, distant territories open to attack, and economic problems all contributed to the fall of Rome.	Describe the empire of Alexander the Great before and after he died. Identify the factors the lead to the decline of the Roman Empire.

Unit 4: Government Structure and Warfare

MS Social Studies 7

Knowledge	Skills

Unit 4: Government Structure and Warfare

MS Social Studies 7

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Private Comments on Articles	Formative (multiple throughout the unit)	There are a number of articles in this unit. Students can leave a private comment on the Google Classroom assignment to check their understanding of the article.
Graphic Organizers	Formative	There are a number of graphic organizers in this unit. Teachers can use any of these organizers as formative assessment.
Qualities of a Strong Leader slideshow	Formative	Students will create a slideshow that explains a few of the leaders in their own life. They will complete this activity after discussing the qualities of strong leaders.
Athens vs. Sparta Project	Project-based	Students will use the information they know about Athens and Sparta to help them complete a project. Students have a choice between creating a soundtrack for ancient Greece or creating a recruitment material for Athens or Sparta.
Roman Leadership Film Analysis	Formative/Project-based	Students will watch the movie "The Lion King." They will then compare the characters in the movie to Roman leaders.
Unit 4 Quest	Summative	Students will take a test to assess their knowledge of the information presented in this unit.
END OF YEAR FINAL PROJECT	Summative	Students will use all the information they learned this year about ancient world history to create a yearbook. Students will use people and places from our lessons to help them complete the yearbook. This will be done on a Google Slides template provided to the students.

Unit 5: Technology and Communication

MS Social Studies 7

UNIT OVERVIEW

This unit will focus on the impact technology and communication had on the people of the ancient civilizations and lastly effect on society today. It is questionable whether or not we get to this unit at the end of the year due to time constraints. We touch on many of the essential questions in this unit briefly during the Religion and Culture unit (writing systems, scientific contributions, architecture, Silk Road), the Geography units (Mohenjo-Daro), and the Government and Warfare Unit (Great Wall of China).

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 7 - History

8.4.7.A

8.4.7.B

8.4.7.C

8.4.7.D

8.1.7.A

8.1.7.B

BIG IDEAS

Big Ideas

- Physical geography affects the development of civilizations
- Culture affects human society
- Technology advances human society
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- Laws maintain order in human society

Unit 5: Technology and Communication

MS Social Studies 7

ESSENTIAL QUESTIONS

Essential Questions

- How did the art of writing develop in Mesopotamia?
- How did the learning achievements of the Egyptians affect later civilizations?
- How did geography affect the creation of the city of Mohenjo-Daro?
- In what ways did the Silk Road influence the introduction of cultures between China and western people?
- Why was the Great Wall created and what were the future implications of this monumental task?
- What was the importance of the scientific contributions made by Euclid, Eratosthenes, Aristarchus
- Why was architecture important to the Romans?

Unit 5: Technology and Communication

MS Social Studies 7

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<p>Students will know (Acquired Knowledge)</p>	<p>Students can do (Acquired Skill)</p>
<p>The Mesopotamians were probably the first to develop two of the key components of almost all civilizations—a system of writing and a set of written laws.</p>	<p>Examine the development of writing in Mesopotamia.</p>
<p>The ancient Egyptians were farmers as well as successful traders. The Egyptians mastered an amazing amount of knowledge that led to advances in writing, astronomy, and medicine.</p>	<p>Critique the learning achievements of the Egyptians on later civilizations.</p>
<p>The ruins of Mohenjo-Daro show how careful the city was planned. The city was very busy with shops lining the streets. Traders came from far away to buy and sell goods. People lived in homes that opened to courtyards. Children played with toys and pets while adults played games and listened to music.</p>	<p>Explain how is Mohenjo-Daro similar to modern cities.</p>
<p>Travel along the Silk Road brought new types of food and textiles as well as new ideas including Buddhism. Arts and scholarship flourished. The Chinese also developed iron tools and a system for making paper. The Great Wall of China was built in order to defend the people and the empire.</p>	<p>Assess the importance of the Silk Road and the Great Wall.</p>
<p>By the time Augustus came to power, the Roman realm had spread far beyond Italy. Under Augustus and the emperors who followed, Rome gained an empire that stretched from Britain to Mesopotamia.</p>	<p>Assess the technological achievements of the Romans.</p>

Unit 5: Technology and Communication

MS Social Studies 7

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
<p>Compare/Contrast two of the six ancient civilizations in regards to their <u>Technology</u> (Mesopotamia, Egypt, India, China, Greece and Rome/Italy). Focus on the impact of the people and the overall development of civilization. Be detailed about specific features of that civilization.</p>	Project Based	Thematic unit test on technology. Students will select two of the six locations and compare/contrast them in regards to their technology in a project based assessment.
Research Project on technology, architecture and education of Greece and Rome.	Project Based	Students will research and explore information on the important areas of technology, architecture and education of Greece and Rome.
Achievement Project of Ancient China	Project Based	Students will choose one of the many achievements of China and complete research to decide which one was the most important achievement that has the most impact today.
Compare/Contrast Project Mohenjo-Daro to Modern City	Project Based	Students will select a modern city from the world and compare/contrast that city to Mohejo-Daro.
Creative Writing using Hieroglyphs	Project Based	Students will use hieroglyphs to create a story about their lives and how important writing is to our society.
Research Project Writing in Mesopotamia	Project Based	Students will complete

Unit 5: Technology and Communication

MS Social Studies 7

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
		research for a project on the importance of writing in Mesopotamia.