

Grade 7 Social Studies: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 The African Middle Ages	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will explore how civilizations combine through intermingling of culture and tradition by examining the kingdoms of Medieval Africa. Students will use primary cultural texts and contextualizing articles to learn how the kingdoms of West Africa were deeply influenced by trade and the spread of Islam. Rulers exploited the vast natural wealth of the continent and relied on the land's fertility and rich mineral richness to support war-making and trade. Islam and the influence of caravans out of the Sahara spread culture and ideas throughout Western Africa that melded with traditional arts and customs. Ultimately, the Slave Trade and European Mercantilism caused great harm to these wealthy African kingdoms as outside actors sought to exploit these resources for themselves. Students will leverage the ongoing, high-yield collaborative discussion and text analysis strategies to gain critical content knowledge that is then applied to culminating writing tasks.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.13, 7.14, 7.15, 7.16, 7.17
Q2, Unit 2 Medieval Europe	5-6 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will examine the impact of numerous civilizations growing in close proximity by examining the expansive influence of societies in Medieval Europe. Using a variety of primary and secondary sources, students will learn how a new kind of European civilization began to emerge during the Early Middle Ages. Charlemagne's crowning as Holy Roman Emperor in AD 800 represented the blending of Roman, Germanic and Christian ways. After Charlemagne's empire collapsed, the feudal system put power into the hands of various ranks of nobles. Gradually, kings began to extend their power by bringing feudal territories under their direct control. European civilization began to flourish in the Middle Ages. In the 1300s, however, the Black Death killed millions of people, and warfare was constant. Students will be asked to consider the impact of feudalism on the distribution of power in Europe and how the Catholic church consolidated power in the wake of the vacuum left by Rome.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.32, 7.33, 7.34, 7.35, 7.36, 7.37, 7.38, 7.39, 7.40, 7.41, 7.42

Grade 7 Social Studies: Quarter 2 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing. To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, recommended protocols or activities aligning to these texts or standards, and a weekly assessment in the form of a standards-aligned writing prompt. All curriculum materials, including the texts, instructions for protocols, and suggested text dependent questions can be found in Sharepoint. Writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. Practice with text dependent questions and text analysis should be part the daily routine of every class period. Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition....Appendix A Page 58
Frayer Model.....Appendix A Page 59
List/Group/Label.....Appendix A Page 60
Semantic Webbing.....Appendix A Page 61

SVES (Elaboration).....Appendix A Page 62
Vocabulary Squares.....Appendix A Page 63
Word Sorts.....Appendix A Page 58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader’s Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Grade 7 Social Studies: Quarter 2 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 The African Middle Ages	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will explore how civilizations combine through intermingling of culture and tradition by examining the kingdoms of Medieval Africa. Students will use primary cultural texts and contextualizing articles to learn how the kingdoms of West Africa were deeply influenced by trade and the spread of Islam. Rulers exploited the vast natural wealth of the continent and relied on the land's fertility and rich mineral richness to support war-making and trade. Islam and the influence of caravans out of the Sahara spread culture and ideas throughout Western Africa that melded with traditional arts and customs. Ultimately, the Slave Trade and European Mercantilism caused great harm to these wealthy African kingdoms as outside actors sought to exploit these resources for themselves. Students will leverage the ongoing, high-yield collaborative discussion and text analysis strategies to gain critical content knowledge that is then applied to culminating writing tasks.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.13, 7.14, 7.15, 7.16, 7.17

	SAMPLE DAILY FRAMEWORK			
	Day 2	Day 3	Day 4	Day 5
Texts	Kingdom of Ghana and Kingdom of Songhay (Q1U3 Tex Packet)			
Standards	7.13, 7.14			
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Vocabulary Building- Frayer Model: Caravan, City-State			
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Lesson objective Agenda Essential Question: Does culture spread more through trade or through conquest? 			
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Two Column Note Taking – Ghana and Songhay			
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Found Poems – Kingdom of Ghana and Songhay			
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine 3-2-1 Bridge based on the essential question for the day.			

Grade 7 Social Studies: Quarter 2 Unit 1 Vocabulary

Tier 2 Vocabulary

adequate, unique, transport, maintain, guarantee, challenge, major, convert, survive, community, contact, similar

Tier 3 Vocabulary

savanna, plateau, griot, dhow, clan, Swahili, extended family, matrilineal, oral history, sugarcane, spiritual

Grade 7 Social Studies: Quarter 2 Unit 1 Week 1

Medieval Africa: Week 1	
Essential Question(s)	Why do cities flourish? Does culture spread more through trade or through conquest? How do cultures adapt or adopt new beliefs?
Student Outcomes	Student can tell you how African kingdoms grew and what the main centers of culture are for those kingdoms. Student can tell you how caravans spread Islamic influence through West Africa via trade.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 6</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Sources: Kingdom of Ghana (Lexile 980) ; Kingdom of Songhay (Lexile 820) • Article and Question Set: The Ghana Empire – Complexity and West Africa’s First Major State (Lexile 1010) <p>Recommended Protocol(s): Read Aloud, Text-to-Text Text-to-Self Text-to-World</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Primary Source: Leo Africanus in Timbuktu (Lexile 860)
Suggested Classroom Strategies	<p>Big Paper Silent Conversation (Appendix B Page 27): What was the greatest impact of caravan trade in West Africa?</p> <p>Two Minute Interviews (Appendix B Page 161): Use the Essential Questions to allow students an opportunity to connect relevant learning.</p> <p>Anticipation Guides (Appendix B Page 16): What do students know about the Western Africa?</p> <p>Storyboard (Appendix B Page 146): The Growth of Ghana / Mali / Songhai (Drawing time in class should be limited, with more time dedicated to explanation and debate among classmates)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your background knowledge, describe trans-Saharan caravan trade and explain how it changed West African culture. Use complete sentences and provide evidence to support your answer.</p>
Standards	<p>7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).</p> <p>7.14 Draw evidence from informational texts to describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (C, E, G, H, P)</p> <p>7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)</p>

Grade 7 Social Studies: Quarter 2 Unit 1 Week 2

Medieval Africa: Week 2	
Essential Question(s)	How do cultures adapt or adopt new beliefs?
Student Outcomes	<p>Student can tell you how West African civilization developed.</p> <p>Student can define the oral traditions of West Africa and explain their importance maintaining culture.</p> <p>Student can analyze the Sundiata for examples of West African culture and history.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 6</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Text: Sundiata: An Epic of Old Mali Guide (Lexile 1020) • Excerpts from Sundiata (Lexile NP) <p>Recommended Protocol(s): Reader's Theater, Close Read</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article African Art (Lexile 800) • Images: African Image Collection from Q1U3 Text Packet
Suggested Classroom Strategies	<p>Town Hall Circle (Appendix B Page 154): Impact of organized religion on the traditional values of West African people (oral tradition / religion / family)</p> <p>Big Paper Silent Conversation (Appendix B Page 27): What was the greatest impact of caravan trade in West Africa?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your background knowledge, describe the griot tradition of West Africa <u>and</u> explain its importance in African history. Use complete sentences and provide evidence to support your answer.</p>
Standards	<p>7.15 Examine the importance of written and oral traditions in the transmission of African history and culture. (C, H)</p> <p>7.16 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (C, E, G, H, P)</p> <p>7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)</p>

Grade 7 Social Studies: Quarter 2 Unit 1 Week 3

Medieval Africa: Week 2	
Essential Question(s)	How do cultures adapt or adopt new beliefs?
Student Outcomes	<p>Student can tell you how Islam and Christianity changed native African religion.</p> <p>Student can tell you how West African civilization developed.</p> <p>Student can explain the importance of the pilgrimage of Mansa Musa on the global and regional West African economy.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 6</p> <p>Texts:</p> <ul style="list-style-type: none"> • Reading Like a Historian Lesson: Mansa Musa • Life in the Desert (Lexile NP) <p>Suggested Protocol(s): Creative Questions, Reporter's Notebook</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: The Ancient Kingdom of Mali (Lexile 890) • Mali: A Cultural Center (Lexile NP)
Suggested Classroom Strategies	<p>Graffiti Boards (Appendix B Page 86): Religion in Africa (Graffiti boards should Traditional African Religion, Storytelling and Oral Tradition, Christianity, Islam). Students use the protocol to explore the relationship between traditional and organized religious beliefs in Africa.</p> <p>Identity Charts (Appendix B Page 95): Mansa Musa, Arab Muslim Caravan Trader, African Storyteller</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your background knowledge, explain the importance of Mansa Musa and describe the impacts of his pilgrimage to Mecca. Use complete sentences and provide evidence to support your answer.</p>
Standards	<p>7.13 Analyze the growth of Ghana, Mali, and Songhai kingdoms including trading centers such as Timbuktu and Jenne, which would later develop into centers of culture and learning. (C, E, G, H, P).</p> <p>7.17 Explain the importance of Mansa Musa and locate his pilgrimage to Mecca in 1324. (C, G, H, P)</p> <p>7.18 Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity. (C, H)</p>

Grade 7 Social Studies: Quarter 2 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2 Medieval Europe	5-6 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Modern Times)</i>	Students will examine the impact of numerous civilizations growing in close proximity by examining the expansive influence of societies in Medieval Europe. Using a variety of primary and secondary sources, students will learn how a new kind of European civilization began to emerge during the Early Middle Ages. Charlemagne's crowning as Holy Roman Emperor in AD 800 represented the blending of Roman, Germanic and Christian ways. After Charlemagne's empire collapsed, the feudal system put power into the hands of various ranks of nobles. Gradually, kings began to extend their power by bringing feudal territories under their direct control. European civilization began to flourish in the Middle Ages. In the 1300s, however, the Black Death killed millions of people, and warfare was constant. Students will be asked to consider the impact of feudalism on the distribution of power in Europe and how the Catholic church consolidated power in the wake of the vacuum left by Rome.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	7.32, 7.33, 7.34, 7.35, 7.36, 7.37, 7.38, 7.39, 7.40, 7.41, 7.42

	SAMPLE DAILY FRAMEWORK			
	Day 2	Day 3	Day 4	Day 5
Texts	The Black Death, 1348			
Standards	7.40			
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Map Skills: How did the plague travel through Europe? What path did it take? Where did it strike the hardest?			
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: How does population drive or hinder progress for a civilization? 			
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	<ul style="list-style-type: none"> Read Aloud: The Black Death, 1348 Annotation and Paraphrasing Protocol 			
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Gallery Walk Protocol: Images and artifacts from the Black Death			
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Hotspots with controversial statement "The Black Death left chaos as well as opportunity in its wake"			

Grade 7 Social Studies: Quarter 2 Unit 2 Vocabulary

Tier 2 Vocabulary

Establish, economy, authority, emergence

Tier 3 Vocabulary

Fjord, missionary, concordat, Plague, Reconquista, Magna Carta, peninsula, monastery, holy order, crusade

Grade 7 Social Studies: Quarter 2 Unit 2 Week 1

Medieval Europe: Week 1	
Essential Question(s)	How do people in power maintain that power over others? How does access to land equal power in the European Middle Ages?
Student Outcomes	<p>Student can explain the feudal economies and how societies are structured to support them.</p> <p>Student can identify major geographical features in Europe and</p> <p>Student can identify the Norman Invasion and explain the importance of William the Conquerors' rule.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 10</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Source: Documents Illustrative of Feudalism (Lexile Mixed) • Debating the Documents: European Feudalism • Article: Norman Conquest (Lexile 890) <p>Recommended Protocol(s): Barometer, Living Museum</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: The Feudal System • Primary Source: The Bayeux Tapestry
Suggested Classroom Strategies	<p>Anticipation Guides (Appendix B Page 16): What do students know about Medieval Europe</p> <p>Barometer (Appendix B Page 23): Feudalism in a New Context: It is okay for land to be concentrated in the hands of only a select few people?</p> <p>Living Images (Appendix B Page 123): The Bayeux Tapestry</p> <p>Graffiti Boards (Appendix B Page 86): Medieval cultural values, how are they similar or different from ours today?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, describe Europe's system of feudalism in the Middle Ages <u>and</u> explain its relationship to the economy. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>7.32 Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift. (G)</p> <p>7.33 Describe the development of feudalism and manorialism, its role in the medieval European economy, and the way in which it was influenced by physical geography (the role of the manor and the growth of towns). (C, E, G, H, P)</p> <p>7.35 Examine the Norman Invasion, Battle of Hastings, and the impact of the reign of William the Conqueror on England and Northern France. (H, G, P)</p> <p>7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H)</p>

Grade 7 Social Studies: Quarter 2 Unit 2 Week 2

Medieval Europe: Week 2	
Essential Question(s)	How do religion and politics mix? What happens when civic institutions collapse on a massive scale? How does culture spread from one civilization to another? How does one organization come to dominate many societies at once?
Student Outcomes	Student can tell you the ways in which the Catholic Church influenced politics in Medieval Europe. Student can tell you how Christianity spread during the Middle Ages. Student can tell you the ways in which the Catholic Church influenced the culture of Medieval Europe.
Texts	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 10 Texts: <ul style="list-style-type: none"> • Text Collection: Church Power (Lexile Mixed) • Primary Source: Thomas Aquinas, from <i>Summa Theologiae</i> (Lexile 1080) Recommended Protocol(s): Annotating and Paraphrasing Sources, Close Read Supplemental Texts: <ul style="list-style-type: none"> • Source Excerpt: The Life of Charlemagne (Lexile 1200) • Debating the Documents: Europe's Teachers, Europe's Learners
Suggested Classroom Strategies	Jigsaw (Appendix B Page 101): Influence of the Catholic Church Character Charts (Appendix B Page 43): Charlemagne / Gregory VII / Henry IV / Thomas Aquinas / Pope Leo III Town Hall Circle (Appendix B Page 154): How do Religion and Politics work together and against each other?
Assessment(s)	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> Based on the sources and your knowledge of history, describe an example of cooperation <u>and</u> conflict between the Papacy and European monarchs during the Middle Ages. Use complete sentences and evidence from the source to support your answer.
Standards	7.34 Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs, including Charlemagne, Gregory VII, and Emperor Henry IV. (H, P) 7.37 Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (C, G, H) 7.39 Explain the importance of the Catholic church as a political, intellectual, and aesthetic institution, including founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, Thomas Aquinas's synthesis of classical philosophy with Christian theology and the concept of "natural law." (C, H, P)

Grade 7 Social Studies: Quarter 2 Unit 2 Week 3

Medieval Europe: Week 3	
Essential Question(s)	How does one civilization leave a mark on another? How does one culture come to dominate another? What causes conflict? Who owns a space?
Student Outcomes	<p>Student can explain how the Crusades had an impact on Europeans and religious minorities.</p> <p>Student can analyze the impact the Crusades had on Europe's feudal economy.</p> <p>Student can explain the significance of the Magna Carta and the changing role of the judiciary in England.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 10</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article: The Clauses of the Magna Carta (Lexile 1060) • Task: The European Crusades (Lexile Mixed) <p>Recommended Protocol(s): Text to text, text to self, text to world; Analyzing visual images</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Primary Sources: Excerpts from Magna Carta • Task: First Crusade • Famous Speeches: Pope Urban Orders the First Crusade (Lexile 1150) • Article and Question Set: Saladin, Muslim Hero of the Crusade (Lexile 1070)
Suggested Classroom Strategies	<p>Café Conversations (Appendix B Page 39): A Crusader / A Merchant / A Friar / A Peasant</p> <p>Iceberg Diagrams (Appendix B Page 91): The Crusades</p> <p>Two Minute Interviews (Appendix B Page 161): "What was life like for a serf?" / "What happened as a result of the crusades?" / "What happened to make life better in Europe?" / "How did medieval European society work?"</p> <p>Found Poems (Appendix B Page 75): <i>Magna Carta</i></p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, describe the European Crusades and explain two effects it had on the Medieval world. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>7.36 Conduct a short research project explaining the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions including trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England. (H, P)</p> <p>7.38 Analyze the causes, course, and consequences of the European Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (C, G, H)</p>

Grade 7 Social Studies: Quarter 2 Unit 2 Week 4

Medieval Europe: Week 3	
Essential Question(s)	How do epidemics impact society? What impact does population have on social roles and economics?
Student Outcomes	<p>Student can analyze the impact the plague had on Europe's feudal economy.</p> <p>Student can identify the bubonic plague as a historical event and explain its social and economic impact in Europe.</p> <p>Student can connect the weakening of feudalism due to the plague and crusades as Europe's development of a commerce economy.</p> <p>Student can connect the fall of feudalism with the development of a modern economy based on commerce and explain the role of the merchant class.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 10</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Source: The Black Death, 1348 (Lexile 1060) • Medieval Economy (Lexile NP) • Debating the Documents: Trade and the Plague <p>Recommended Protocol(s): Text to text, text to self, text to world; Analyzing visual images</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: Contemporary Accounts of the Black Death • Task: Understanding the Black Death • Task: The Black Death in Florence
Suggested Classroom Strategies	<p>Gallery Walk (Appendix B Page 81): Images of Medieval Daily Life / Images of the Black Death</p> <p>Storyboard (Appendix B Page 146): The Black Death / Feudalism: From Manor to Town</p> <p>Big Paper Silent Conversation (Appendix B Page 27): Potential Topics: Why did the Black Death have such a heavy impact on Europe?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, describe three effects of the Bubonic Plague on the medieval world. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>7.40 Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. (C, E, G, H)</p> <p>7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)</p>

Grade 7 Social Studies: Quarter 2 Unit 2 Week 5

Medieval Europe: Week 4	
Essential Question(s)	Why does feudalism come to an end? What are the advantages of an economy based on commerce? How do countries develop distinct identities?
Student Outcomes	<p>Student can explain the key events in the history of medieval Spain and Portugal.</p> <p>Student can explain how the Hundreds Year War led to the development of medieval England and France.</p> <p>Student can identify Joan of Arc as an important historical figure.</p> <p>Student can connect the fall of feudalism with the development of a modern economy based on commerce and explain the role of the merchant class.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 10</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article: Christianity and the Muslim Conquest of Spain (Lexile 980) • Article and Question Set: Women Leaders: Joan of Arc (Lexile 1130) <p>Recommended Protocol(s): Two Column Note Taking, Human Timeline</p> <p>Supplemental Text:</p> <ul style="list-style-type: none"> • Task: Dark Ages • Article and Question Set: The Dark Ages, Middle Ages, or Medieval Times? (Lexile 1060)
Suggested Classroom Strategies	<p>Living Images (Appendix B Page 123): From Unit Text Packet</p> <p>Bio Poems (Appendix B Page 31): Thomas Aquinas / Charlemagne / A European Crusader / A European Merchant / William the Conqueror / Joan of Arc</p> <p>Human Timeline (Appendix B Page 89): The Norman Conquest / The Reconquista / Hundred Years War / Inquisition</p> <p>SPAR Debate (Appendix B Page 142): Debatable Statements: “The Norman Conquest Was Good for England” / “The Reconquista was Bad for Spain”</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, describe <u>four</u> characteristics of the modern economy that developed by the closing of the Middle Ages. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>7.41 Trace the emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (C, E, H)</p> <p>7.42 Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms. (C, G, H)</p> <p>7.49 Gather relevant information from multiple sources about Henry V, Hundreds Year War, and Joan of Arc. (H, G, P)</p>