

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

Unit	Length	Unit Focus	Standards and Practices
Unit 5: West Africa	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of West Africa.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.21, 7.23 Week 2: 7.22, 7.25 Week 3: 7.24, 7.26
Unit 6: Middle Ages in Western Europe	5 weeks	Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.27, 7.28, 7.29 Week 2: 7.30, 7.31, 7.32 Week 3: 7.33, 7.34, 7.35 Week 4: 7.36, 7.37 Week 5: 7.38, 7.39

Grade 7 Social Studies: Quarter 2 Map Instructional Framework

Course Description: World History and Geography – The Middle Ages to the Exploration of the Americas

Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. *This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

Unit Overview: Quarter 2 Unit 5 – West Africa

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 5: West Africa	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of West Africa.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.21, 7.23 Week 2: 7.22, 7.25 Week 3: 7.24, 7.26	Week one orients students in Western Africa and presents information to them on the geography, regional importance, and the relationship between the successive kingdoms of Ghana, Mali, and Songhai. Week two focuses on culture, with an examination on West African indigenous spiritual traditions and the importance of griots in maintaining West African culture and history. The unit then closes out with an emphasis on importance of region trade and the monumental leaders from the region. This unit continues conversations started in quarter one on the impacts of cultural diffusion and trade during the medieval period.

Grade 7 Social Studies: Quarter 2 Unit 5 Vocabulary

Tier 2 Vocabulary transmission

Tier 3 Vocabulary

West Africa, Atlantic Ocean, Djenne, Gulf of Guinea, Niger River, Sahara, Timbuktu, indigenous African spiritual traditions, ancestor worship, animism, deities, kingdom of Ghana, kingdom of Mali, kingdom of Songhai, trans-saharan, caravan trade, religious, cultural, griots, Malian king, Mansa Musa, pilgrimage, Mecca

Sample Lesson: Quarter 2 Unit 5 – West Africa

SS TN Standard(s):	7.24, 7.26
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe the impact of Trans-Saharan caravan trade on West Africa. Students can identify and explain the importance of Mansa Musa.
Key Academic Vocabulary:	Trans-Saharan, Caravan Trade, Malian King, Mansa Musa, Pilgrimage, Mecca
Resources / Materials:	<p>Sets of materials for stations. Each set should include one of the following:</p> <p>Station 1 – Document A, omit questions #2 and 3 and omit journal entry. Questions for this station are only 1 and 4: What percentage of travelers on the hajj were Mansa Musa’s personal servants? Which of the numbers in this chart might be exaggerations? Explain your thinking.</p> <p>Station 2 – Document B Map and Document Analysis questions only, omit journal entry.</p> <p>Station 3 – Document C Excerpt and Document Analysis questions only, omit journal entry.</p> <p>Station 4 – Document E Excerpt and Document Analysis questions only, omit journal entry.</p> <p>Station 5 – Document F Image and Document Analysis questions only, omit journal entry.</p> <p>If teachers make two copies of the stations and hangs them up, they will have ten stations, and a class of thirty would have three students at a station. If a teacher makes three copies of the stations and hangs them up, they will have fifteen stations, and a class of thirty would have two students at a station.</p> <p>Class Set of the Background Essay and Questions, with the following changes: Background essay – omit the last two paragraphs In place of the last two paragraphs, write questions 1-6 of the Background Essay Questions and the timeline. Omit question 7.</p>
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Provide three examples of cultural diffusion on the silk road, two civilizations that were impacted by trade on the silk road, and one famous traveler of the Silk Road that published their experiences in China.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How are civilizations influenced by other cultures? How does trade change and impact the world?

High-Quality Text(s):	DBQ Project Mini-Q: Mansa Musa's Hajj
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher can lead a close read of the Background Essay with students and talk through the answers questions 1-6.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should be assigned to stations. Students will have 5-10 minutes at each station to read the text and answer the questions on their own paper. If they are at Station 1, they should write 'Station 1' on their paper and answer the questions underneath that heading, etc. Depending on the length of the class period and the amount of time students need to read, this may be a two-day lesson. Student groups will rotate at the teacher's instruction to the next station.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	Write a paragraph explaining the importance of Mansa Musa and his pilgrimage, including its impact on regional trade and knowledge about the West African kingdoms.
Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
Homework:	N/A

Unit 5: West Africa - Week 1

Essential Question(s)	How does geography impact the development of a civilization? How do civilizations grow and influence each other?
Student Outcomes	Students can identify and locate the geographical features of West Africa. Students can analyze the growth and development of the kingdoms of Ghana, Mali, and Songhai.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 6 Lesson 1 Reader: 7.21 Map: West and North Africa 7.23 West Africa's Trade and Development Maps/Videos/Images: Nystorm Atlas of World History p. 60-1 Historical Maps of African Kingdoms Through Time Video: Mr. Nicky, 'West African Empires' Catalan Atlas 1375
Suggested Classroom Strategies and Protocols	Storyboard: Growth of Ghana, Mali, and Songhai Bio-Poem: Timbuktu or Djenne Crop it or See-Think-Wonder: Catalan Atlas Jigsaw: West Africa's Trade and Development
Assessment	Describe the development of the kingdoms of Ghana, Mali, and Songhai in West Africa and explain the importance of their major cities.
Standards	7.21 Identify and locate the geographical features of West Africa, including: Atlantic Ocean, Djenne, Gulf of Guinea, Niger River, The Sahara, Timbuktu. 7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.

Unit 5: West Africa - Week 2

Essential Question(s)	What are the basic beliefs of indigenous African spiritual traditions? How do civilizations preserve their culture?
Student Outcomes	Students can explain indigenous African spiritual traditions. Students can summarize the importance of griots in preserving West African history and culture.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 6 Lesson 2 and 3 Reader: 7.22 Interview – Indigenous African Religions 7.25 Excerpt, Role of Griots Maps/Videos/Images: Video: TedxSydney – The Griot Traditions of West Africa Video, ImiuswiMusic – Prince Diabate, Modern Day Griot Explains Ancient Storytelling Tradition Image: West African Griot
Suggested Classroom Strategies and Protocols	Identity Chart: Role of Griots Question Starts: Oral traditions as a way to record history Bio-poem: Griot
Assessment	Describe the griot tradition of West Africa and explain its importance in West African history. Use complete sentences and provide evidence to support your answer.
Standards	7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. 7.25 Explain the importance of griots in the transmission of West African history and culture.

Unit 5: West Africa - Week 3

Essential Question(s)	How are civilizations influenced by other cultures? How does trade change and impact the world?
Student Outcomes	Students can describe the impact of Trans-Saharan caravan trade on West Africa. Students can identify and explain the importance of Mansa Musa.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 6 Lesson 2 and 3 Reader: 7.24 Excerpt, Caravan Trade 7.26 Images from the Catalan Atlas of 1375 Maps/Videos/Images: Nystorm Atlas of World History 62-3 DBQ Project: Mansa Musa's Hajj – A Personal Journal SHEG Lesson: Mansa Musa Video: Ted Ed, Mansa Musa, One of the Wealthiest People Who Ever Lived
Suggested Classroom Strategies and Protocols	Big Paper, Silent Conversation: What was the impact of caravan trade in West Africa? Identity Chart: Mansa Musa 3-2-1: Images from the Catalan Atlas of 1375 Save the Last Word for Me: Caravan Trade excerpt
Assessment	Describe trans-Saharan caravan trade and explain how it changed West African culture. Use complete sentences and evidence to support your answer.
Standards	7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. 7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

Unit Overview: Quarter 2 Unit 6 – Middle Ages in Western Europe

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 6: Middle Ages in Western Europe	5 weeks	Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.27, 7.28, 7.29 Week 2: 7.30, 7.31, 7.32 Week 3: 7.33, 7.34, 7.35 Week 4: 7.36, 7.37 Week 5: 7.38, 7.39	The unit opens with an examination of the region's geography and the development of feudalism as a social, political, and economic structure of the European middle ages. Students will analyze how feudalism is impacted by the development of burgeoning nation states, conflicts between religious leaders and monarchs, and the impacts the Crusades and bubonic plague had on its eventual demise. The unit closes out with the transition from feudalism to a modern economy in week four and the development of national cultures and modern states in week five.

Grade 7 Social Studies: Quarter 2 Unit 6 Vocabulary

Tier 2 Vocabulary

Influence, preservation, spread of, shaped, defined, the way in which, fostered, led to, conflict, right, causes, effects, key people, emphasis, shaping

Tier 3 Vocabulary

Europe, Alps, English channel, North Atlantic Drift, North European Plain, Ural Mountains, monasteries, Catholic Church, Charlemagne, medieval Europe, feudalism, Holy Roman Empire, Christianity, religion, empire, manorialism, economy, physical geography, manor, Battle of Hastings, historical impact, William the Conqueror, England, Northern France, political relationships, Papacy, European monarchs, Magna Carta, monarch, rule of law, right to, trial by jury, crusades, Pope Urban II, Saladin, Richard I, Christian, Muslim, Jewish, Black Death, Bubonic Plague, Central Asia, Middle East, global, agricultural improvements, commerce, growth of banking, merchant class, technological improvements, towns, Hundred Years War, Henry V, English culture, Joan of Arc, Reconquista, Inquisition, Spanish kingdom, Portuguese kingdom, Iberian Peninsula.

Sample Lesson: Quarter 2 Unit 6 – Middle Ages in Western Europe

SS TN Standard(s):	7.36
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can explain the spread of the Black Death and describe its economic and social effects.
Key Academic Vocabulary:	Black Death, Bubonic Plague, Central Asia, Middle East, global, scapegoat
Resources / Materials:	<p>Set of materials for stations: Station 1: Page 8 and 10 Station 2: Page 9 and 11 Station 3: Page 14 and 16 Station 4: Page 15 and 17 Station 5: Timeline (p. 7) Task: Copy the dates of the timeline onto paper and create a title and one sentence summary for each date.</p> <p>There are five stations, if two copies are made and passed out or hung up in the classroom, this creates ten locations. For a class of thirty, there will be three students at a station. If three copies are made and passed out or hung up in the classroom, this creates fifteen locations. For a class of thirty, there will be two students at a station.</p> <p>Class set – Introductory Essay (Trade and the Plague) P. 6</p>
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Thinking about to the Silk Road and trans-Saharan trade, how does trade impact civilizations that participate in it? Explaining your reasoning in a paragraph.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does trade impact and change the world?
High-Quality Text(s):	Debating the Documents: Trade and the Plague
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher should lead students through a close read and annotation of ‘Trade and the Plague’. Students should create one-sentence summaries of each of the first five paragraphs of the text and combine them to create their own summary paragraph.

<p>Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i></p>	<p>Students should be assigned to stations. Students will have 5-10 minutes at each station to read the text and answer the questions on their own paper. If they are at Station 1, they should write 'Station 1' on their paper and answer the questions underneath that heading, etc. Depending on the length of the class period and the amount of time students need to read, this may be a two-day lesson. Student groups will rotate at the teacher's instruction to the next station.</p>
<p>Closure: <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>N/A – Weekly Assessment</p>
<p>Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>Describe the Bubonic Plague and three effects it had on the medieval world. Use complete sentences and evidence to support your answer.</p>
<p>Homework:</p>	<p>N/A</p>

Unit 6: Middle Ages in Western Europe - Week 1

Essential Question(s)	How does geography impact the development of a civilization? How do is culture preserved? What makes a leader 'great'?
Student Outcomes	Students can identify and locate the geographical features of Europe. Students can describe the role of monasteries in the early Church and its spread through Europe. Students can explain the role Charlemagne played in establishing the Holy Roman Empire and its importance.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 10 Lesson 1 and 4 Reader: 7.27 Map of Europe 7.28 Excerpt, Medieval Monasteries 7.29 Excerpt, Charlemagne Maps/Videos/Images: Nystorm Atlas of World History 64-5, 68-9 Debating the Documents: Europe's Teachers, Europe's Learners Historical Maps of Europe Through Time SHEG Lesson: The Dark Ages Video: Historyteachers, 'Illuminated Manuscripts'
Suggested Classroom Strategies and Protocols	Character Charts: Charlemagne Crop-It: Map of Europe Jigsaw or Levels of Questions: Medieval Monasteries excerpt
Assessment	Identify the importance of Charlemagne and describe three impacts of his rules on European history. Use complete sentences and evidence to support your answer.
Standards	7.27 Identify and locate geographical features of Europe, including: Alps, Atlantic Ocean, English Channel, Mediterranean Sea, Influence of the North Atlantic Drift, North European Plain, Ural Mountains. 7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. 7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

Unit 6: Middle Ages in Western Europe - Week 2

Essential Question(s)	How do societies organize themselves? How does geography impact the development of a civilization? How do civilizations adapt when they are conquered by others? What role does politics have in fostering cooperation or conflict between powerful groups?
Student Outcomes	Students can define feudalism and manorialism and its explain its role in Medieval European society. Students can analyze the impact of William the Conqueror on England. Students can describe the role politics played in creating cooperation and conflict between the Papacy and European monarchs.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 10 Lesson 2 and 3 Reader: 7.30 Plan of a Medieval Manor 7.31 Excerpt, William the Conqueror 7.32 Excerpts, Conflict Over Investitures Maps/Videos/Images: Debating the Documents: European Feudalism and the Chinese Imperial Order Videos: Jedd Bloom, Feudalism Video: Historyteachers, William the Conqueror
Suggested Classroom Strategies and Protocols	Character Charts: William the Conqueror Analyzing Images: Plan of a Medieval Manor Question Starts: Feudalism Connect-Extend-Challenge: Feudalism in Europe vs. Japan
Assessment	Describe Europe's system of feudalism in the Middle Ages and explain its relationship to the economy and physical geography. Use complete sentences and evidence to support your answer.
Standards	7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). 7,31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. 7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.

Unit 6: Middle Ages in Western Europe - Week 3

Essential Question(s)	How do civilizations grow and influence each other? How do civilizations adapt when they are conquered by others? What role does politics have in fostering cooperation or conflict between powerful groups?
Student Outcomes	Students can explain the importance of the Magna Carta and analyze its political and legal impacts. Students can analyze the causes and effects the Crusades had in the Middle Ages.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 10 Lesson 3 Reader: 7.33 Excerpts, Magna Carta 7.34 Pope Urban II Calls for the First Crusade 7.35 Excerpt, Impacts of the Crusades Maps/Videos/Images: Nystorm Atlas of World History 70-1 SHEG Lesson: First Crusade Video: Horrible Histories, 'Epic Magna Carta Rap Battle' or 'Magna Carta 800 Years'
Suggested Classroom Strategies and Protocols	Storyboard: Crusades Iceberg Diagram: Crusades Found Poems: Magna Carta
Assessment	Describe the European Crusades and explain two effects it had on the Medieval world. Use complete sentences and evidence to support your answer.
Standards	7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. 7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. 7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.

Unit 6: Middle Ages in Western Europe - Week 4

Essential Question(s)	How does trade impact and change the world?
Student Outcomes	Students can explain the spread of the Black Death and describe its economic and social effects. Students can analyze how feudalism shifted to a modern economy in the late medieval period.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 10 Lesson 5 Reader: 7.36 Map, Spread of the Black Death 7.37 Excerpt, Consequences of the Black Death Maps/Videos/Images: Nystorm Atlas of World History p. 72-3 Debating the Documents: Trade and the Plague Video: Historyteachers, 'Black Death' SHEG Lesson: Black Death in Florence SHEG Lesson: Understanding the Black Death
Suggested Classroom Strategies and Protocols	See-Think-Wonder: Map on the Spread of the Black Death Life Road Map: Feudalism's rise and fall Storyboard: Feudalism – from Manor to Town
Assessment	Describe the Bubonic Plague and three effects it had on the medieval world. Use complete sentences and evidence to support your answer.
Standards	7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. 7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: Agricultural improvements, Commerce, Growth of banking, A merchant class, Technological improvements, Towns.

Unit 6: Middle Ages in Western Europe - Week 5

Essential Question(s)	How do civilizations adapt when they are conquered by others? How do civilizations adopt a national culture?
Student Outcomes	Students can describe the significance of the Hundred Years War and its impact on English culture. Students can explain the role Joan of Arc played in the Hundred Years War. Students can summarize the impacts of the Reconquista and Inquisition on Spain and Portugal.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World - Modern Times Ch. 10 Lesson 5 Reader: 7.38 Joan of Arc's Letter to the King of England Before the Battle of Orleans 7.39 Excerpt, Reconquista Maps/Videos/Images: Nystorm Atlas of World History p. 66, 74 Video: Historyteachers, 'Joan of Arc' Video: Mr. Nicky, 'The Middle Ages'
Suggested Classroom Strategies and Protocols	Bio-Poem: Joan of Arc, Henry V Storyboard: Hundred Years War Iceberg diagram: Reconquista
Assessment	Explain the significance of the Reconquista, including the role of the Inquisition, and the impact it had on the development of Spain. Use complete sentences and evidence to support your answer.
Standards	7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. 7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.