

## Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025 we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

**Purpose** - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing 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. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected—with the support of their colleagues, coaches, leaders, and other support providers—to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

- (1) Regular practice with complex text and vocabulary.
- (2) Reading, writing, and speaking grounded in evidence from texts.
- (3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

[http://www.tncurriculumcenter.org/social\\_studies](http://www.tncurriculumcenter.org/social_studies)

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

## Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

### Key

**ATOS:** ATOS (Renaissance Learning); **DRP:** Degrees of Reading Power (Questar); **FK:** Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile:** Lexile Framework (MetaMetrics); **SR:** Source Rater (ETS); **RM:** Pearson Reading Maturity Metric (Pearson Education)

### What are DBQs/TDQs?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information.

**DBQs/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that require students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.**

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

- If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox*.

## Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

**Basic Vocabulary (Tier 1)** - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

**Academic Vocabulary (Tier 2)** - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”). (For more information consult the *BUSD Grade Level Academic Vocabulary*, [http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD\\_Academic\\_Vocabulary.pdf](http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf))

**Content Vocabulary (Tier 3)** - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

**Teaching Vocabulary for Mastery...**

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this [video](#) of an 11<sup>th</sup> grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1. Create an interactive vocabulary wall and use the words in discussions with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
8. Use the new words in context of the lesson.

**WIDA**

*WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.*

**WIDA**

[https://www.wida.us/standards/ELP\\_standardlookup.aspx](https://www.wida.us/standards/ELP_standardlookup.aspx)

Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.

Example: 6-8 Listening Maps				
<b>Entering:</b> Identify locations of land and water masses on maps based on oral statements, and check with a partner	<b>Beginning:</b> Sort locations on maps by land or water masses based on oral statements, and check with a partner	<b>Developing:</b> Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information, and check with a partner	<b>Expanding:</b> Compare and contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions, and check with a partner	<b>Bridging:</b> Evaluate locations on maps for different purposes from oral descriptions
Example: 6-8 Writing Forms and organization of government				
<b>Entering:</b> Label features of U.S. or other governments using visuals or graphics and word/phrase banks	<b>Beginning:</b> Describe features of U.S. or other governments using visuals or graphics and word/phrase banks	<b>Developing:</b> Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative, and judicial branches)	<b>Expanding:</b> Discuss functions of U.S. or other governments in response to current events using graphic organizers	<b>Bridging:</b> Discuss and justify relative effectiveness of forms or organization of governments

\*Trouble with Links? Use Google Chrome or Mozilla Firefox

Shelby County Schools 2015/2016

5 of 17

7<sup>th</sup> Grade - Topics, Big Ideas

<b>Suggested Time</b>	<b>1<sup>st</sup> Quarter</b>	<b>Suggested Time</b>	<b>2<sup>nd</sup> Quarter</b>
Weeks 1-3	The Fall of the Roman Empire Big Idea: The Fall of the Roman Empire was caused by confusion.	Weeks 1-4	Medieval China Big Idea: Geography influences daily life.
Weeks 4-5	The Islamic World Big Idea: New ideas change the way people live.	Weeks 5-7	Medieval Japan Big Idea: Cultures are unique.
Weeks 8-9	Medieval Africa Big Idea: Trade is important to countries.	Weeks 8-9	The Middle Ages of Western Europe Big Idea: Buddhism in new lands.
<b>Suggested Time</b>	<b>3<sup>rd</sup> Quarter</b>	<b>Suggested Time</b>	<b>4<sup>th</sup> Quarter</b>
Weeks 1-3	The Middle Ages of Western Europe Big Idea: Invasions can change the course of history.	Weeks 1-4	The Enlightenment and Scientific Revolution (Continued) Big Idea: New discoveries abound.
Week 4-7	The Renaissance and Reformation Big Idea: Charlemagne's life changed the world. Martin Luther's beliefs led to protestant movement.	Weeks 5-8	The Age of Exploration Big Idea: Trade leads to the adoption of various cultural beliefs.
Weeks 6-9	The Enlightenment and Scientific Revolution Big Idea: Economic decisions have a deep impact.	Week 9	The Age of Exploration cont. Close Out

\*Please note these time frames are suggested/estimated times. Actual instruction may vary due to schedule complications, remediation efforts or other factors.

## The Enlightenment &amp; Scientific Revolution (cont.)

## Weeks 1-4

**Text:** McGraw-Hill Discovering Our World: Modern Times

**TN State Standards: Primary Documents and Supporting Texts to Read:**

excerpts from Two Treatises of Government, John Locke Lexile - 1260L <http://lonang.com/library/reference/locke-two-treatises-government/>

excerpts from Lexile - 1370L The Spirit of Law, Montesquieu [https://www.georgiastandards.org/resources/Lexile\\_in\\_Action/SSCG1\\_1240.pdf](https://www.georgiastandards.org/resources/Lexile_in_Action/SSCG1_1240.pdf)

**TN State Standards: Primary Documents and Supporting Texts to Consider:**

excerpts from Galileo Discovers the Moons of Jupiter, Galileo Galilei Lexile – 1300L

[http://sbo.colorado.edu/SBO\\_OLD\\_SITE/sbo/astroinfo/galileo/galileo.html](http://sbo.colorado.edu/SBO_OLD_SITE/sbo/astroinfo/galileo/galileo.html)

excerpts from The Principia and The Correspondence of Isaac Newton, Sir Isaac Newton Lexile – 1240L (Check your library for access to this resource)

## Primary Texts Suggested Activities

**Text:** excerpts from Two Treatises of Government, John Locke Lexile - 1260L <http://lonang.com/library/reference/locke-two-treatises-government/>

**Activity:** Ask students to take out a piece of paper and write key words of what they expect from freedom. Afterwards, write some of the responses on the board. Discuss the following:

- At what point are we free? 18? 21? 30? Or are we born that way?
- Are some rights earned and some granted? Why or why not?
- Write a summary and describe the views of John Locke about freedom and individualization.

**Text:** excerpts from Lexile - 1370L The Spirit of Law, Montesquieu [https://www.georgiastandards.org/resources/Lexile\\_in\\_Action/SSCG1\\_1240.pdf](https://www.georgiastandards.org/resources/Lexile_in_Action/SSCG1_1240.pdf)

**Activity:** Write the following three basic tenants of the philosophes on the board: a. Human society is governed by Natural Laws. b. These Natural Laws can be discovered by rational men. c. Human society can turn from traditional, authoritarian forms, and progress toward a more perfect government through rational thought.

- Divide the class into three groups. Give each group a different reading. Document 1-C is the section on law from Montesquieu's, The Spirit of the Laws. Document 1-D is the section on government checks and balances, also from the same document by Montesquieu. Document 1-E is from Rousseau's The Social Contract.
- In their three groups, have students find as many of the three basic tenets as they can in each of these documents on government, and come up with a list. 5. Each group then makes an oral report on their findings to the class, using quotes from the documents to back up their points. 6. Draw up a complete list on the board.

**Text:** excerpts from Galileo Discovers the Moons of Jupiter, Galileo Galilei Lexile–1300L [http://sbo.colorado.edu/SBO\\_OLD\\_SITE/sbo/astroinfo/galileo/galileo.html](http://sbo.colorado.edu/SBO_OLD_SITE/sbo/astroinfo/galileo/galileo.html)

**Activity:** Debate Galileo's decision to recant his heliocentric views. Do you consider this cowardice, or did Galileo have no choice? What would you have done in his situation? Whole Group Discussion- why students of world history need to study Galileo, the Catholic Church and its Inquisition in order to understand the Scientific Revolution, the Protestant Reformation, and the subsequent Enlightenment (Age of Reason).

**Text:** excerpts from The Principia and The Correspondence of Isaac Newton, Sir Isaac Newton Lexile – 1240L

**Activity:** Complete a graphic organizer and categorize ideas of Newton that he; reviewed from what other scientists had been learning, his own observations and ideas, and theories that described how the physical world worked.

TN State Social Studies Standards	Big Idea, Questions and Vocabulary	Suggested Tasks, Activities and Resources
<p><b>7.59</b> Describe the roots of the Scientific Revolution based upon Christian and Muslim influences.</p> <p><b>7.60</b> Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Bacon, Copernicus, Descartes, Galileo, Kepler and Newton, and new inventions, including the telescope, microscope, thermometer and barometer.</p>	<p><b>7.59</b> How was the Scientific Revolution influenced by the Renaissance, Christianity and Islam?</p> <p><b>7.60</b> What advancements were made during the Scientific Revolution that impact us today?</p>	<p><b>7.59-7.60 Students will create a newspaper article describing an important scientist and discovery of the Scientific Revolution. Resources:</b></p> <p>Textbook pages 343-364 and Power point below.</p> <p><a href="http://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/293/ScientificRevolution.ppt.2012%20.pdf">http://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/293/ScientificRevolution.ppt.2012%20.pdf</a></p> <p>Literacy RH.6-8.1; WHST.6-8.2,8</p> <p>Divide the class into heterogeneous a groups and assign each group one of the scientist or discovery: Bacon, Copernicus, Descartes, Galileo, Kepler and Newton, the telescope, microscope, thermometer and the barometer.</p> <ul style="list-style-type: none"> <li>• Students will use texts and discussions to help them plan, research, and write their newspaper articles.</li> <li>• Next, each group will present their newspaper article to the class.</li> </ul> <p><b>7.59-7.60 Students should use the following resources to categorize each invention by its area of science; scientists' background (Christian, Muslim, location) influence; its area of impact in today's society.</b> (Textbook page 354)</p>



<p><b>7.60</b> Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Bacon, Copernicus, Descartes, Galileo, Kepler and Newton, and new inventions, including the telescope, microscope, thermometer and barometer.</p>	<p><b>7.60</b> What advancements were made during the Scientific Revolution that impact us today?</p>	<p><b>Bacon</b>  <a href="http://www.biography.com/people/francis-bacon-9194632">http://www.biography.com/people/francis-bacon-9194632</a>  <b>Copernicus</b>  <a href="https://www.britannica.com/biography/Nicolaus-Copernicus">https://www.britannica.com/biography/Nicolaus-Copernicus</a>  <b>Descartes</b>  <a href="http://www.biography.com/people/ren-descartes-37613">http://www.biography.com/people/ren-descartes-37613</a>  <b>Galileo</b>          excerpts from Galileo Discovers the Moons of Jupiter, Galileo Galilei Lexile – 1300L  <a href="http://sbo.colorado.edu/SBO_OLD_SITE/sbo/astroinfo/galileo/galileo.html">http://sbo.colorado.edu/SBO_OLD_SITE/sbo/astroinfo/galileo/galileo.html</a>  <b>Kepler</b> <a href="https://kepler.nasa.gov/">https://kepler.nasa.gov/</a>  <b>Newton</b> excerpts from The Principia and The Correspondence of Isaac Newton, Sir Isaac Newton Lexile – 1240L  <b>Telescope</b>  <a href="http://galileo.rice.edu/sci/instruments/telescope.html">http://galileo.rice.edu/sci/instruments/telescope.html</a>  <b>Thermometer</b>  <a href="http://www.brannan.co.uk/who-invented-the-thermometer">http://www.brannan.co.uk/who-invented-the-thermometer</a>  <b>Barometer</b> <a href="https://www.youtube.com/watch?v=EkDhlzA-lwI">https://www.youtube.com/watch?v=EkDhlzA-lwI</a>          Literacy RH.6-8.1,2,3; WHST.6-8.2,4,8</p>
<p><b>7.61</b> Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans and Christianity.</p>	<p><b>7.61</b> What were the major influences of scientist during the Enlightenment period?</p>	<p><b>7.61 Students will identify the main ideas of the Enlightenment Period the trace them back to their origin; such as movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans and Christianity. Students choose how to display the information.</b></p> <p><i>(Textbook page 350) (Example- Use a flow chart or another organizer to display the advancements of Copernicus, Kepler and Galileo and how it led to other inventions/ theories or how it influenced later scientists during the Scientific Revolution)</i></p>

**7.62** Describe the accomplishments of major Enlightenment thinkers, including Locke and Montesquieu

**7.62** How did European thinkers apply scientific ideas to government?

**7.62 Students identify the important ideas of the philosophes of at least three assigned Enlightenment thinkers by making a foldable.**

*(Foldable Sections- thinker's name; ideas; example, application or illustration of ideas; specific impact on government or society)*

Use textbook and resources below: excerpts from Two Treatises of Government, John Locke Lexile - 1260L  
<http://lonang.com/library/reference/locke-two-treatises-government/>  
 excerpts from Lexile - 1370L The Spirit of Law, Montesquieu  
[https://www.georgiastandards.org/resources/Lexile\\_in\\_Action/SSCG1\\_1240.pdf](https://www.georgiastandards.org/resources/Lexile_in_Action/SSCG1_1240.pdf)

Literacy RH.6-8.1

**7.59-7.62 Teacher does a summarizing review with students of the key discoveries and ideas discussed in the chapter. Afterwards, conduct a survey about which discovery or idea is the greatest or most useful.**

Have students form groups according to their opinion/responses.

Each group should discuss why its discovery or idea is the greatest and to write down at least two reasons. Groups cite evidence from a text and/or previous studies. Then, have the students consider and write the effects these discoveries have on people's lives today. Present to the class.

Groups present whole group to the class and use the whiteboard to record their reasons. Have a class discussion after presentations about: Which discovery did students respond to the most, or are the groups evenly distributed? Did the presentation affect anyone's choice?

**7.63** Explain the origins of modern capitalism examining the influence of mercantilism and the cottage industry, the elements and importance of a market economy in 17th century Europe, the changing international trading and marketing patterns, including their locations on a world map and the influence of explorers and mapmakers.

**7.63** What are the differences and similarities between capitalism and mercantilism?

**7.63** What were advantages and disadvantages to the cottage industry?

**Content Tier 3 Vocabulary:**

Geocentric, heliocentric, Scientific Revolution, ellipses, gravity, elements, Rationalism, scientific method, Age of Enlightenment, absolutism, constitutional, monarchy, social contract, separation of powers, Glorious Revolution

**Academic Tier 2 Vocabulary**

Theory, expand, generation, guarantee, military

**7.63 Students will use a graphic organizer to compare and contrast capitalism and mercantilism.** (define the terms, provide examples of each term at work, compare and contrast the information using a Venn- diagram)

**7.63 Students will write an informative essay on the cottage industry using the textbook, link below, and the internet as a resource for evidence.**

Students create an outline for the essay including; definition of cottage industry, advantages, disadvantages, and impact on capitalism, and conclusion.

<http://westada.org/cms/lib8/ID01904074/Centricity/Domain/2129/2.1%20Cottage%20Industry%20and%20Early%20Capitalism.pdf>  
Literacy RH.6-8.2

**7.63** Students will use a table to describe and list the elements and importance of a market economy in 17th century Europe.

**7.63** Using the classroom world map, index cards and sticky notes locate and label the areas involved in the market economy and describe the influence of explorers and mapmakers on these areas.

**The Age of Exploration**

**Weeks 5-8**

**TN State Standards Primary Documents and Supporting Texts to Read:**

excerpts from about Christopher Columbus <http://www.history.com/topics/exploration/christopher-columbus>

**TN State Standards Primary Documents and Supporting Texts to Consider:** excerpts from Indigenous Peoples of North America, James D. Torr

**Primary Texts Suggested Activities**

**Text:** excerpts from about Christopher Columbus <http://www.history.com/topics/exploration/christopher-columbus>

**Activity:** In small groups use an organizer to answer the following questions. Whole group discussion of the responses.

- Who was the intended audience for this document?
- Does Columbus seem to have a goal in mind in creating this document? Is it intended to persuade the reader, emphasize a point, share information or some other purpose?
- What details are described in this document?

**Text:** excerpts from Indigenous Peoples of North America, James D. Torr

**Activity:** Fill in a concept map with ideas about **Native Americans**. This can include what they looked like, what they did, how they lived, etc. Use ideas from what you have learned based on evidence from the writings of James Torr.

Studies Standards	Big Idea, Questions and Vocabulary	Suggested Tasks, Activities and Resources
<p><b>7.64</b> Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P)</p>	<p><b>7.64</b> How did geography play a role in shaping Mesoamerican civilizations?</p>	<p><b>7.64 Design a map and identify the locations of the Olmecs, Mayans, Aztec, and Incas.</b> The map should include a title, map key, compass rose, and labeled major geographical features for each area.</p> <p><b>7.64</b> Examine list and each specific area (Mexico, Central America, and South America) geographical features and climates. Write a paragraph for each area summarizing the impact of its geographical features and climates to its civilization.</p>
<p><b>7.65</b> Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P)</p>	<p><b>7.65</b> What was the class structure of the Mesoamerican societies?</p>	<p><b>7.65</b> Create a diagram that displays the social classes and political levels in Mayan civilizations. To accompany the diagram- Students are to write a brief description of the people, roles, and responsibilities of each included in the listed groups below; rulers, priests, nobility, merchants, artisans, military, peasant farmers, and slaves. <b>RH.6-8.8</b></p>
<p><b>7.66</b> Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P)</p>	<p><b>7.66</b> What was the impact of exploration on the Mesoamerican societies?</p>	<p><b>7.66</b> Use information from the text and power point link <a href="https://docs.google.com/a/tcseu.net/presentation/d/1TK167H22N_TDEtA6Evk4b_gr5Wc608NC0iaMDsmx2g/edit#slide=id.p15">https://docs.google.com/a/tcseu.net/presentation/d/1TK167H22N_TDEtA6Evk4b_gr5Wc608NC0iaMDsmx2g/edit#slide=id.p15</a> to complete a cause and effect organizer or timeline that shows the Aztec and Incan empires, arrival of explorers, and the empires fall to the Spanish.</p> <p><b>7.66</b> Have students work alone or in pairs to complete a graphic organizer listing the ways Cortés and Pizarro defeated the Aztec and Inca Empires, respectively. (Include- <i>help from other Native Americans, the perception that Cortés was a returning god, disease, guns and horses, attacking the Native Americans first, and not being taken seriously</i>) <b>Literacy RH.6-8.1,8</b></p>

		<p><b>7.66</b> Using a blank world map, indicate by color categorizing the empires that were created through exploration. Use the map on textbook pp. 320-321.</p> <p>Literacy RH.6-8.1,8</p>
<p><b>7.67</b> Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H)</p>	<p><b>7.67</b> What were the roles of peoples in the Aztec and Incan societies?</p>	<p><b>7.67</b> Explain the roles of peoples in the Aztec and Incan societies, including class structures by creating a pyramid that displays the social classes. Write a brief description for each class. (Textbook page 328-331 and previous links)</p> <p>Literacy RH.6-8.1</p> <p><b>7.67</b> Use a web to explain the roles of people in the Aztec and Incan societies. Divide the class into five groups and assign the following topics family life, warfare, religious beliefs and practices, and slavery within the Aztec. Each group will list and describe at least four major details within their topic. Display each group's work for a gallery walk and notetaking. <i>(Repeat the activity for the Incan.)</i></p> <p>Literacy RH.6-8.1</p>
<p><b>7.68</b> Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H)</p>	<p><b>7.68</b> How were the artistic and oral traditions and architecture of the Olmecs, Mayan, Aztec, and Incan civilizations similar or different?</p>	<p><b>7.68</b> Assign one of the four civilizations (Olmecs, Mayan, Aztec, and Incan) to each student or pairs. Use the textbook, links or other online sources;</p> <p><a href="http://www.ancient.eu/Olmec_Civilization/">http://www.ancient.eu/Olmec_Civilization/</a>,  <a href="http://www.authenticmaya.com/maya_art.htm">http://www.authenticmaya.com/maya_art.htm</a>,  <a href="http://www.ducksters.com/history/aztec_empire/art.php">http://www.ducksters.com/history/aztec_empire/art.php</a> as a resource. Create multimedia, power point slide or visual to display and present to the class. It should have a paragraph description for each of the areas- (artistic, oral traditions and architecture) and include illustrations, photos, or other pictures. Literacy RH.6-8.1-2,.8</p>
<p><b>7.69</b> Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican</p>	<p><b>7.69</b> What were the contributions of Mesoamerican to astronomy and mathematics?</p>	<p><b>7.69</b> From the following sites and readings;</p> <p><a href="http://www.history.com/topics/mayan-scientific-achievements">http://www.history.com/topics/mayan-scientific-achievements</a>,  <a href="http://www.ducksters.com/history/maya/writing_numbers_and_calendar.php">http://www.ducksters.com/history/maya/writing_numbers_and_calendar.php</a>,</p>

## Curriculum Framework

## Quarter 4

Social Studies  
Grade 7

<p>developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (C, H)</p>		<p><a href="http://www.ducksters.com/history/aztec_empire/writing_and_technology.php">http://www.ducksters.com/history/aztec_empire/writing_and_technology.php</a>  <a href="http://www.ducksters.com/history/inca/science_and_technology.php">http://www.ducksters.com/history/inca/science_and_technology.php</a>            Cite textual evidence to create a table or chart to list the discoveries of Mesoamerican in astronomy and mathematics and their impact on today's society. <b>Literacy RH.6-8.1</b></p>
<p><b>7.70</b> Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (C, E, G, H,P)</p>	<p><b>7.70</b> How did Europeans impact the economy and trade networks among major indigenous cultures?</p>	<p><b>7.70</b> Explain the cycle of goods being traded among the Native American cultures prior to contact with Europeans.</p> <p><b>7.70</b> Assign one of the groups of Mesoamericans- Olmecs, Mayan, Aztec, and Incan. Have students to complete a web that describes the systems of government, religious beliefs, distinct territories, and customs and traditions. <b>Literacy RH.6-8.8</b></p>
<p><b>7.71</b> Identify the European countries responsible for North American exploration and the modern day countries in which they settled, including France, Spain, England, Portugal, and the Dutch. Summarize the reasons for the success of these countries in colonization or North and South America. (E, G, H, P)</p>	<p><b>7.71</b> What led to the success of countries in the colonization of North and South America?</p>	<p><b>7.71-7.73 Assign small groups of students 3-5 world explorers. Students are to create a six column table for the explorers.</b> Student should the Use the textbook: pages 324-338 and internet if needed. List the explorer's country of origin, country of hire, areas explored, routes they took, and findings. <b>Literacy RH.6-8.8</b></p>
<p><b>7.72</b> Analyze why European countries were motivated to explore including religion, political rivalry, and economic gain. (C, E, H, P)</p>	<p><b>7.72</b> Why were European countries motivated to explore other continents?</p>	<p><b>7.72 Determining Cause and Effect:</b> Draw a cause-and-effect diagram on the whiteboard. Label the effect of "Europeans begin voyages of exploration." Have the class use evidence from their textbooks to provide the causes or effects. (<i>example- the loss of the Silk Road, a desire for luxury goods, improved technology, the desire to spread Christianity, a desire for wealth, strong central governments</i>)</p>
<p><b>7.73</b> Identify the voyages of discovery, the locations of the routes, and the influence of technology in the</p>	<p><b>7.73</b> How were voyages of discovery an influence in Europe?</p>	<p><b>7.73 Describing-</b> Discuss as a class why it took great daring to sail around Africa and across the Atlantic Ocean. Have students describe what was known of the world at the time.</p>

<p>developments of a new European worldview including cartography, compass, caravel, astrolabe. (C, E, G, H, P)</p>		<p>Then have students work alone or in pairs to complete a graphic organizer listing explorers and their sailings to America or Asia. Ask volunteers to share their organizers with the class. If necessary, review the routes taken by the explorers discussed in the lesson.</p>
<p><b>7.74</b> Examine the impact of the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. (C, E, G, H)</p>	<p><b>7.74</b> What was the impact from the exchanges of plants, animals, technology, culture, ideas, and diseases on Europe, Africa, Asia, and the Americas?</p>	<p><b>7.74 Teacher</b> -point out that many products, technological advancements, ideas, and disease became part of American culture as a result of an exchange of goods during the age of exploration period called the Columbian Exchange. Have students to review their textbooks under the section titled “A Global Exchange.” Then, have them to call out foods that came to America through the Columbian Exchange. Write their suggestions on the whiteboard. Then, have students suggest what dishes Americans like to eat that may not be possible had the Columbian Exchange not taken place. <b>Small groups:</b> will do the same process with technological advancement, ideas and disease. Groups will record their findings to share with the class. <b>LITERACY SL.6-8.7,4</b></p>
<p><b>7.75</b> Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures. (C, H)</p>	<p><b>7.75</b> What were the effects of exploration on the indigenous American cultures?</p> <p><b>Content Tier 3 Vocabulary:</b> Circumnavigate, conquistadors, allies, smallpox, ambush, hostage, plantations, cash crop, mercantilism, commerce, entrepreneur, cottage industry</p> <p><b>Academic Tier 2 Vocabulary:</b> Overseas, primary, rely, considerable, Global, culture, resource, method, invest, transform</p>	<p><b>7.75 Write an opinion piece with supporting details that describe the effects of exploration on the indigenous American cultures.</b> Assign each student a Native American group to research more in depth than the textbook. Gather information in regards to leaders, government, economy, lifestyle and religion before and after contact with explorers. Describe in their own opinion if the impact was overall negative or positive for that specific group of Native Americans. <b>LITERACY WHST.6-8.1.B</b></p>

## Additional Resources

**(Discovering Our Past) Achievement Test Practice Book****Journals**Columbus: <http://www.fordham.edu/halsall/source/columbus1.html>Da Gama: [http://www.bitwalla.com/project\\_x/](http://www.bitwalla.com/project_x/)**Letters**Columbus: <http://www.fordham.edu/halsall/source/columbus2.html>**Books to read:***DK Eyewitness Books: Explorer**The World Made New**Exploration and Conquest***Resources:****Maya** <http://www.history.com/topics/maya>**Aztecs** <http://www.history.com/topics/aztecs>**Mexico**<http://www.history.com/topics/mexico/mexico-timeline><http://www.timemaps.com/history/mexico-central-america-3500bc>**Latin America**<http://www.history.com/topics/ancient-history/pyramids-in-latin-america>**Inca**<http://www.history.com/topics/inca><http://www.biography.com/search/inca>**South America**<http://www.timemaps.com/history/south-america-3500bc><http://www.pbs.org/wgbh/nova/ancient/ice-mummies-inca.html>



