

*7th Grade Ancient Civilizations  
Roadmap to Rigor  
2016-2017*

QUARTER 1					
Literary Resources	Essential Questions	Content Standard(s)	CC Standard/ Skills	Connections	Connections
	<p>Big Idea: The influence of an empire often lives on even after that empire falls or declines.</p> <ul style="list-style-type: none"> <li>● To what extent have the contributions of ancient Rome influenced modern society?</li> <li>● How well did feudalism establish order in Europe in</li> </ul>	<p><b>7.1: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. (2 weeks)</b></p> <ol style="list-style-type: none"> <li>1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</li> <li>2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</li> <li>3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development</li> </ol>	<p><b>Reading:</b> RH.7.6 RH.7.7</p> <p><b>Writing:</b> WHST.7.1 a-e WHST.7.4 WHST.7.5</p>	<p>The relationship between population and physical environment (people and environment)</p> <p>Relationship between environment and the connection between places</p>	

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		<p>the Middle Ages?</p> <ul style="list-style-type: none"> <li>How did the Byzantine Empire develop and form its own distinctive church?</li> </ul>	<p>of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>		
-9/2 )/9 - * -		<p>Big Idea: Belief systems influence people, cultures, and governments.</p> <ul style="list-style-type: none"> <li>How did Islam originate and spread?</li> <li>How do the beliefs and practices of Islam shape Muslims' lives?</li> <li>What important innovations</li> </ul>	<p><b>7.2: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. (4 weeks)</b></p> <ol style="list-style-type: none"> <li>Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</li> <li>Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</li> <li>Explain the significance of the Qur'an and the Sunnah as the</li> </ol>	<p><b>Reading:</b> RH.7.1 RH.7.2 RH.7.4</p> <p><b>Writing:</b> WHST.7.4 WHST.7.8 WHST.7.9</p>	<p>The role political interact the dev identity identity of an in culture, geograp interact groups, from ins lived ex</p>

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		<p>and adaptations did medieval Muslims make?</p> <ul style="list-style-type: none"> <li>● How did the Crusades affect the lives of Christians, Muslims and Jews?</li> </ul>	<p>primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.</p> <ol style="list-style-type: none"> <li>4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.</li> <li>5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.</li> <li>6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</li> </ol>		
-		Big Idea: A	<b>7.4: Students analyze the geographic political</b>	<b>Reading:</b>	The rela

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		<p>civilization’s way of life is a product of both people and place.</p> <ul style="list-style-type: none"> <li>● What was the most significant factor in the development of early societies in West Africa?</li> <li>● To what extent did Trans-Saharan trade lead to Ghana’s wealth and success?</li> <li>● In what ways did Islam influence West African</li> </ul>	<p><b>economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. (2 weeks)</b></p> <ol style="list-style-type: none"> <li>1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</li> <li>2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</li> <li>3. 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.</li> <li>4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</li> <li>5. Describe the importance of written and oral traditions in the transmission of African history and culture.</li> </ol>	<p>RH.7.3 RH.7.5</p> <p><b>Writing:</b> WHST.7.2 a-f WHST.7.4 WHST.7.5</p>	<p>between populated physical (people environment)</p> <p>Relationship between environment and the connection between places</p>
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		society?			
0-4	Quarter 1 Benchmark				

Task/PBL

QUARTER 2					
	Literary Resources	Essential Questions	Content Standard(s)	CC Standard/Skills	Connections
7-1 4-8 1-		Big Idea: Rulers have a great impact on their society and leave lasting effects. <ul style="list-style-type: none"> <li>• Which method of</li> </ul>	<b>7.3: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. (4 weeks)</b> <ol style="list-style-type: none"> <li>1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea,</li> </ol>	<b>Reading:</b> RH.7.3 RH.7.5  <b>Writing:</b> WHST.7.2 a-f	

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		<p>selection officials led to the best leaders for China?</p> <ul style="list-style-type: none"> <li>● How did the Chinese improve their economy during the Tang and Song dynasties?</li> <li>● How have medieval Chinese discoveries and inventions influenced the modern world?</li> </ul>	<p>and Japan.</p> <ol style="list-style-type: none"> <li>2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.</li> <li>3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.</li> <li>4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</li> <li>5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</li> <li>6. Describe the development of the imperial state and the scholar-official class.</li> </ol>	<p>WHST.7.4 WHST.7.5</p>	
<p>0 4- 8*</p>			<p><b>7.5: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. (4 weeks)</b></p> <ol style="list-style-type: none"> <li>1. Describe the significance of Japan's</li> </ol>		<ul style="list-style-type: none"> <li>●</li> </ul>

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			<p>proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.</p> <ol style="list-style-type: none"> <li>2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.</li> <li>3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i>, <i>daimyo</i>, and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.</li> <li>4. Trace the development of distinctive forms of Japanese Buddhism.</li> <li>5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i>.</li> <li>6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.</li> </ol>	
1-	THANKSGIVING BREAK			

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5					
8-					
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2-5	Quarter 2 Benchmark				

≥ Task/PBL

QUARTER 3					
Literary Resources	Essential Questions	Content Standard(s)	CC Standard/	Connec	

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				<b>Skills</b>	
1/13		Big Idea: Conflict brings about changes in societies.	<p><b>7.6: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. (4 weeks)</b></p> <ol style="list-style-type: none"> <li>1. Study the geography of the Europe and the Eurasian landmass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.</li> <li>2. Describe 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.</li> <li>3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</li> <li>4. Demonstrate an understanding of the conflict and cooperation</li> </ol>	<p><b>Reading:</b> RH.7.6 RH.7.7</p> <p><b>Writing:</b> WHST.7.1 a-e WHST.7.4 WHST.7.5</p>	
-2/3	<ul style="list-style-type: none"> <li>● How influential was the Roman Catholic Church in medieval Europe?</li> <li>● What was life like in European towns during the Middle Ages?</li> <li>● How did events in Europe contribute to the decline of feudalism</li> </ul>				

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		<p>and the rise of democratic thought?</p>	<p>between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).</p> <ol style="list-style-type: none"> <li>5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).</li> <li>6. Discuss the causes and course of the religious 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.</li> <li>7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.</li> <li>8. Understand the importance of the Catholic church as a political,</li> </ol>	
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			<p>intellectual, and aesthetic institution (e.g., 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, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).</p> <p>9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.</p>		
* -		<p>Big Idea: Civilizations across time and space share similar characteristics.</p> <ul style="list-style-type: none"> <li>● What led to the rise, flourishing and fall of the Mayan</li> </ul>	<p><b>7.7: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. (2 weeks)</b></p> <ol style="list-style-type: none"> <li>1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</li> <li>2. Study the roles of people in each society,</li> </ol>	<p><b>Reading:</b> RH.7.1 RH.7.2 RH.7.4</p> <p><b>Writing:</b> WHST.7.4 WHST.7.8 WHST.7.9</p>	

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		<p>civilization?</p> <ul style="list-style-type: none"> <li>● How did the Aztecs rise to power? What was daily life like for Aztecs in Tenochtitlan?</li> <li>● How did the Incas manage their large and remote empire?</li> <li>● What were the significant achievements of the Mayas, Aztecs, and Incas?</li> </ul>	<p>including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <ol style="list-style-type: none"> <li>3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</li> <li>4. Describe the artistic and oral traditions and architecture in the three civilizations.</li> <li>5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.</li> </ol>		
-3/3		<p>Big Idea: Knowledge and the spread of ideas is the driving force</p>	<p><b>7.8: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. (2 weeks)</b></p> <ol style="list-style-type: none"> <li>1. Describe the way in which the revival of</li> </ol>		

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		<p>for cultural change.</p> <ul style="list-style-type: none"> <li>● What changes in Europe led to the Renaissance ?</li> <li>● What advances were made during the Renaissance ?</li> <li>● In what ways did various leading figures of the Renaissance impact modern society?</li> <li>● What factors led to the weakening</li> </ul>	<p>classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).</p> <ol style="list-style-type: none"> <li>2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.</li> <li>3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.</li> <li>4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).</li> <li>5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</li> </ol>	
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		<p>of the Catholic Church and the beginning of the Reformation?</p> <ul style="list-style-type: none"> <li>• What were the effects of Reformation?</li> </ul>			
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3/10	Quarter 3 Benchmark
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Task/PBL

QUARTER 4					
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	Literary Resources	Essential Questions	Content Standard(s)	CC Standard/ Skills	Connec
		Big Idea: Throughout history, people have challenged	<p><b>7.9: Students analyze the historical developments of the Reformation. (3 weeks)</b></p> <p>1. List the causes for the internal</p>		

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		<p>the status quo for a variety of reasons.</p> <ul style="list-style-type: none"> <li>● What factors led to the weakening of the Catholic Church and the beginning of the Reformation?</li> <li>● What were the effects of Reformation?</li> </ul>	<p>turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).</p> <ol style="list-style-type: none"> <li>2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).</li> <li>3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.</li> <li>4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.</li> <li>5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).</li> </ol>	
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			<p>6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.</p> <p>7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).</p>		
1/7*			<p><b>7.10: Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. (2 weeks)</b></p> <p>1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge</p>		



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			<p>from global exploration).</p> <ol style="list-style-type: none"> <li>Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</li> <li>Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.</li> </ol>		
SPRING BREAK					
i/5		<p>Big Idea: There are winners and losers in global exchanges.</p> <p>Big Idea: Revolutionary ideas have a continued impact on societies and governments.</p> <p>o What are</p>	<p><b>7.11: Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). (3 weeks)</b></p> <ol style="list-style-type: none"> <li>Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</li> <li>Discuss the exchanges of plants, animals, technology, culture, and ideas among Eu</li> </ol>		

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		<p>the positives and negatives of trade?</p> <ul style="list-style-type: none"> <li>o What are the costs and benefits of global exchanges?</li> <li>o Do ideas from the past shape the present?</li> <li>o How did the Enlightenment have long-lasting effects on people's ideas about government, economics,</li> </ul>	<p>Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</p> <ol style="list-style-type: none"> <li>3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.</li> <li>4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.</li> <li>5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).</li> <li>6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the</li> </ol>	
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		and society?	American Declaration of Independence		
5/12	Quarter 4 Benchmark				

Task/PBL

**Details:**

- RACY.RH.6-8.1  
Use textual evidence to support analysis of primary and secondary sources.
- RACY.RH.6-8.2  
Identify the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from inferences or opinions.
- RACY.RH.6-8.3  
Analyze steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates affect the economy).

**Structure:**

- RACY.RH.6-8.4  
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RACY.RH.6-8.5  
Analyze how a text presents information (e.g., sequentially, comparatively, causally).
- RACY.RH.6-8.6  
Analyze the main ideas and supporting details of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Knowledge and Ideas:**

- RACY.RH.6-8.7  
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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•RACY.RH.6-8.8

nonong fact, opinion, and reasoned judgment in a text.

•RACY.RH.6-8.9

relationship between a primary and secondary source on the same topic.

**ding and Level of Text Complexity:**

•RACY.RH.6-8.10

grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and pro

**Standards Assessed**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
7.1: 1-4	7.3: 1-6	7.6: 1-9	7.9: 1-9
7.2: 1-6	7.5: 1-6	7.7: 1-5	7.7: 1-5
7.4: 1-5		7.8: 1-5	7.8: 1-5

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