Social Studies

Social Studies 7
World Studies from 750 B.C. to 1600 A.D.

2025-2026

Aligned with Ohio's Learning Standards for Social Studies (2018)

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance
The Year-at-a-Glance provides a high-level overview of the course by grading period, including: - Units; - Standards/Learning Targets; and - Timeframes.

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Scope and Sequence
The Scope and Sequence provides a detailed overview of each grading period, including: - Units; - Standards/Learning Targets; - Timeframes; - Big Ideas and Essential Questions; and - Strategies and Activities.

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Curriculum and Instruction Guide
The Curriculum and Instruction Guide provides direction for standards-based instruction, including: - Unpacked Standards / Clear Learning Targets; - Content Elaborations; - Sample Assessments; - Instructional Strategies; and - Instructional Resources.

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Year-at-a-Glance

Grading Period 1	**Introduction. Social Studies Thinking and Skills** 2 weeks	**Unit 1. Ancient Greece** 5 weeks	**Unit 2. Ancient Rome** 2 weeks

	Learning Targets 1, 16, 12
	    Social Studies Thinking and Skills
		Learning Targets 2, 13, 17
		    History Alive! 7th Grade (OH Edition)
		    1 - Geography and Settlement of Ancient Greece
		    2 - The Rise of Democracy
		    5 - The Golden Age of Athens
		    7 - The Legacy of Ancient Greece
			Learning Targets 2, 13, 17
			    History Alive! 7th Grade (OH Edition)
			    8 - Geography of Rome
			    9 - The Rise of the Roman Republic

Grading Period 2	**Unit 2. Ancient Rome (continued)** 4 weeks	**Unit 3. Medieval Europe** 3 weeks	**Unit 4. Medieval Islam** 2 weeks

	Learning Targets 2, 13, 14, 15
	    History Alive! 7th Grade (OH Edition)
	    10 - From Republic to Empire
	    11 - Daily Life in the Roman Empire
	    12 - The Origins and Spread of Christianity
	    13 - The Legacy of Rome in the Modern World
		Learning Targets 3, 18
		    History Alive! 7th Grade (OH Edition)
		    14 - Feudalism in Western Europe
		    17 - The Decline of Feudalism
		    18 - The Byzantine Empire
			Learning Targets 5, 14, 21
			    History Alive! 7th Grade (OH Edition)
			    19 - Muslim Innovations and Adaptations
			    20 - From the Crusades to New Muslim Empires

Grading Period 3	**Unit 5. Empires of West Africa** 4.5 weeks	**Unit 6. Imperial China and Medieval Japan** 4.5 weeks

	Learning Targets 8, 9, 20
	    History Alive! 7th Grade (OH Edition)
	    21 - Early Societies in West Africa
	    22 - Ghana: A West African Trading Empire
	    23 - The Influence of Islam on West Africa
	    24 - The Cultural Legacy of West Africa
		Learning Targets 4, 8, 20, 21
		    History Alive! 7th Grade (OH Edition)
		    25 - The Political Development of Imperial China
		    26 - China Develops a New Economy
		    27 - China's Contacts with the Outside World
		    28 - The Influence of Neighboring Cultures on Japan
		    29 - The Rise of the Warrior Class in Japan

Grading Period 4	**Unit 7. Europe's Renaissance and Reformation** 6 weeks	**Unit 8. Economics & Financial Literacy** 3 weeks

	Learning Targets 6, 7, 10, 11, 15
	    History Alive! 7th Grade (OH Edition)
	    30 - The Renaissance Begins
	    31 - Florence: The Cradle of the Renaissance
	    32 - Leading Figures of the Renaissance
	    33 - The Reformation Begins
	    34 - The Spread and Impact of the Reformation
	    35 - The Age of Exploration
		Learning Target 19; Financial Literacy Learning Targets
		    Economic Decision Making and Skills
		    Financial Literacy

Scope and Sequence

	Introduction. Social Studies Thinking and Skills			2 weeks
	Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
Grading Period 1	Social Studies Thinking and Skills	1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. 16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning. 12. Maps and other geographic representations can be used to trace the development of human settlement over time.	**Change** ● What are the effects of human-environment interaction? **Evidence** ● How do we generate and investigate compelling questions? ● How do we know what to believe? ● Should we question everything? ● How do we think like historians? ● How do we think like geographers? What do we do when sources disagree? ● How do we make a strong argument? **Diversity** ● Why is it important to consider multiple diverse perspectives?	● Examine a variety of primary sources ● Create a written record of an event as if alive at the time ● Create an advertisement on historic events, inventions, people ● Six-Step vocabulary process ● Analyze different perspectives on a historical event ● Create a Thesis/Proof Chart ● OUT - compare textbook to other documents ● Venn diagram to compare perspectives in sources ● Philosophical Chairs strategy ● Variety of map types to gather and process information ● Historical maps to trace settlement of a region over time ● Maps and Geographic tools - what can we learn? Which are best for specific purposes? ● Research career fields in geography

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Unit 1. Ancient Greece			5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
History Alive! 7th Grade (OH Edition) 1 - Geography and Settlement of Ancient Greece 2 - The Rise of Democracy 5 - The Golden Age of Athens 7 - The Legacy of Ancient Greece	13. Geographic factors promote or impede the movement of people, products and ideas. 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity. 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.	**Change** ● What are the causes and effects of historical events and patterns? ● What are the effects of human-environment interaction? ● How can we be involved in the change process? **Democracy** ● What does it mean to have a democracy? ● Who has the right to self-government? ● Why does democracy need education? ● Does government work for the people? ● How should governments balance majority rule with minority rights? **Justice** ● Are laws applied fairly? **Power** ● What makes a government legitimate? ● How is power attained and maintained?	*History Alive!* ● Visual Discovery: Thematic maps of physical geography ● Experiential Exercise: principles of monarchy, oligarchy, tyranny and democracy ● Writing for Understanding: Walking tour of Athens ● Social Studies Skill Builder: Greek achievements and modern life Supplemental: ● Artifacts of Ancient Greece ● Commercial for a product used in Ancient Greece ● Representation (artifact box, poster, collage) showing the impact of Greek civilization ● Museum exhibit of Ancient Greece ● Simulation of direct democracy ● Readings on: how democratic was Ancient Greece? ● Maps and photographs of geographic of Greece ● Cause and effect organizer on geography of Ancient Greece ● Slideshow of geography of the Italian peninsula - pros and cons ● Investigate: how democratic was the Roman Republic? ● Venn diagram of government - Rome and the United States

Grading Period 1

Unit 2. Ancient Rome			6 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
History Alive! 7th Grade (OH Edition) 8 - Geography of Rome 9 - The Rise of the Roman Republic 10 - From Republic to Empire 11 - Daily Life in the Roman Empire 12 - The Origins and Spread of Christianity 13 - The Legacy of Rome in the Modern World	2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity. 13. Geographic factors promote or impede the movement of people, products and ideas. 14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere. 15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world. 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.	**Change** ● What are the causes and effects of historical events and patterns? ● What are the effects of human-environment interaction? ● How can we be involved in the change process? **Democracy** ● What does it mean to have a democracy? ● Who has the right to self-government? ● Why does democracy need education? ● Does government work for the people? ● How should governments balance majority rule with minority rights? **Justice** ● Are laws applied fairly? ● How does the Constitution establish justice? **Power** ● What makes a government legitimate? ● How is power attained and maintained?	*History Alive!* ● Response Group: Evidence of Etruscan and Greek influences ● Experiential Exercise: Patrician and Plebeians struggle ● Problem Solving Groupwork: Expansion of Roman territory ● Social Studies Skill Builder: daily life in Ancient Rome ● Social Studies Skill Builder: analyzing parables Supplemental: ● Artifacts of Ancient Rome - sort and analyze the impact ● Commercial for a product used in Ancient rome ● Representation (artifact box, poster, collage) showing the impact of Roman civilization ● Museum exhibit of Ancient rome ● Cause and effect organizer on geography of Ancient Rome ● Research career fields in government and public service

Grading Periods 1 and 2

Unit 3. Medieval Europe			3 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
History Alive! 7th Grade (OH Edition) 14 - Feudalism in Western Europe 17 - The Decline of Feudalism 18 - The Byzantine Empire	3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region. 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	**Change** ● What are the causes and effects of historical events and patterns? **Democracy** ● Does government work for the people? **Power** ● Does might make right? ● How is power attained and maintained? ● How has global power shifted over time?	*History Alive!* ● Experiential Exercise: Peasants, Knights, Lords, Rulers ● Visual Discovery: Events leading the decline of feudalism ● Visual Discovery: People, places, and events in the development of the Byzantine Empire Supplemental: ● Multi-tier timelines/flowcharts - sequence events connecting Germanic invasions with shift of Roman capital to Byzantium ● Did the Roman Empire fall? inquiry ● Vocabulary organizers on feudalism ● Vassal and lord sample contract ● Feudal manor re-creation role play ● Can Disease Change the World? Inquiry ● Nation state vocabulary organizer ● Cause and effect organizer on the rise of nation states ● Investigate European monarch who consolidated power into a nation state ● Magna Carta - compare with rights and liberties of American citizens

Grading Period 2

Unit 4. Medieval Islam			2 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
History Alive! 7th Grade (OH Edition) 19 - Muslim Innovations and Adaptations 20 - From the Crusades to New Muslim Empires	5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance. 14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions that impacted the Eastern Hemisphere. 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	**Change** ● What are the causes and effects of historical events and patterns? **Diversity** ● How can we achieve unity through diversity? ● What does it mean to value and respect diversity? **Evidence** ● How do we think like economists? **Justice** ● What is a just war? **Power** ● How is power attained and maintained? ● How has global power shifted over time?	*History Alive!* ● Social Studies Skill Builder: Muslim innovation and adaptations stations ● Writing for Understanding: research causes, events, and effects of the Crusades Supplemental: ● K-W-L 3-column chart - Islam and its impact in world history ● Importance of studying Islamic contributions discussion ● Map of Islamic expansion - How did this religion spread so quickly and grow so powerful? ● Graphic organizer on Muslim contributions in medicine, science, math, art, and architecture ● IBN Battuta book - what was the Muslim world like? ● Crusades as a just war discussion ● Christian and Muslim perspectives of First Crusade - accounts of the siege of Jerusalem

Grading Period 2

Unit 5. Empires of West Africa			4.5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
History Alive! 7th Grade (OH Edition) 21 - Early Societies in West Africa 22 - Ghana: A West African Trading Empire 23 - The Influence of Islam on West Africa 24 - The Cultural Legacy of West Africa	8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes. 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.	**Change** ● What are the causes and effects of historical events and patterns? ● Can a country have change and still hold traditional shared beliefs? **Evidence** ● How do we think like economists? **Power** ● How is power attained and maintained? ● How has global power shifted over time?	*History Alive!* ● Response Group: Possible situations in early West African Societies ● Experiential Exercise: role play trans-Saharan trade ● Social Studies Skill Builder: Islam influences in West African society ● Problem Solving Groupwork: griot performances Supplemental: ● K-W-L - African & Asian civilizations ● Multiple-tier timeline - African and Asian civilizations and empires ● Research and presentation on Medieval African and Asian empire/civilizations ● Maps of Africa West Trade routes ● Silent barter ● Slavery brainstorm ● Venn diagram on trans-Saharan slave trade and Atlantic slave trade ● Newspaper article on the Ghana

Grading Period 3

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Unit 6. Imperial China and Medieval Japan			4.5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
History Alive! 7th Grade (OH Edition) 25 - The Political Development of Imperial China 26 - China Develops a New Economy 27 - China's Contacts with the Outside World 28 - The Influence of Neighboring Cultures on Japan 29 - The Rise of the Warrior Class in Japan	4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist. 8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes. 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence. 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	**Change** ● What are the causes and effects of historical events and patterns? ● Can a country have change and still hold traditional shared beliefs? **Diversity** ● How can we achieve unity through diversity? ● What does it mean to value and respect diversity? **Justice** ● What is a just war? ● What happens when justice is denied? **Power** ● Does might make right? ● How is power attained and maintained?	*History Alive!* ● Experiential Exercise: methods to select government officials ● Visual Discovery: images of advancements ● Response Group: benefits and drawbacks of foreign contact ● Social Studies Skill Builder: Playing cards on influence of India, China, Korea ● Experiential Exercise: Rise of the warrior class Supplemental: ● Animated map of the spread of the Mongol Empire ● Mongol Empire video and discussion ● How Barbaric Were the "Barbarians"? DBQ ● Hongwu worked to unite China primary source reading ● Loyalty discussion to introduce feudalism in Japan ● Venn diagram - feudalism in Europe and Japan ● Samurai warrior character sketch ● Toyotomi Hideyoshi - chart of major accomplishment; speech, poem, eulogy

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Unit 7. Europe's Renaissance and Reformation			6 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
History Alive! 7th Grade (OH Edition) 30 - The Renaissance Begins 31 - Florence: The Cradle of the Renaissance 32 - Leading Figures of the Renaissance 33 - The Reformation Begins 34 - The Spread and Impact of the Reformation 35 - The Age of Exploration	6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes. 7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church. 15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world. 10. European economic and cultural influence dramatically increased through explorations, conquests, and colonization. 11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.	**Change** ● What are the causes and effects of historical events and patterns? ● What makes a movement or revolution successful? ● Can a country have change and still hold traditional shared beliefs? **Diversity** ● Why is it important to consider multiple diverse perspectives? **Power** ● How is power attained and maintained? ● Why is it important to speak truth to power? ● How has global power shifted over time?	*History Alive!* ● Visual Discovery: Renaissance tableau ● Experiential Exercise: Walking tour of Florence ● Response Group: illustrated pedestals for Renaissance figures ● Visual Discovery: Reformation leaders ● Social Studies Skill Builder: Reformation Cause & Effect Poster ● Experiential Exercise: uncharted territory Supplemental: ● Causes & effects of the Renaissance ● Renaissance art interactive slides ● Renaissance artworks gallery walk ● Renaissance letter or diary entry ● Tour of Renaissance museums ● Protesting issues discussion ● Close reading of 95 Theses excerpts ● 95 Theses painting and act-it-out ● Farmed Plot Chart - Luther's goals and Catholic Church's response ● Renaissance and Reformation Venn ● European exploration and colonization anticipation guide ● Causes & effects of imperialism ● Philosophical chairs - European vs. Native American perspectives ● Columbian Exchange organizer ● Poster on Columbian Exchange ● Columbus statues letter

Grading Period 4

Unit 8. Economics and Financial Literacy			3 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies/Activities**
Economic Decision Making and Skills	19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	**Evidence** ● How do we think like economists? ● Should we question everything? ● How do we make a strong argument?	● Flowchart showing the process for making decisions ● Costs and Benefits of going to war ● Historical examples of cost-benefit analysis
Financial Literacy	FL9-14 9. Planning for and paying local, state and federal taxes is a financial responsibility. 10. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget. 11. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud. 12. Compare bank terms before opening an account. 13. Consumer protections laws help safeguard individuals from fraud and potential loss. 14. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).	**Financial Responsibility and Decision-Making** ● How can we make sound financial decisions?	● Sample W-4, 1040 federal tax form, and state and local tax forms. ● Compare loan terms from a bank and payday lender ● Compare terms of consumer lending statements ● Compare sample warranties and extended warranties. ● Career Connection - research careers in economics and personal finance

Grading Period 4

Curriculum and Instruction Guide

Introduction. Social Studies Thinking and Skills

Unpacked Standards / Clear Learning Targets		
Learning Target 1. Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values. *History Content Statement 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.*	**Essential Understanding** − Contextualizing past events and issues **Extended Understanding** − Avoiding presentism in evaluation of the past	**Academic Vocabulary** **Tier 2** − Perspectives − Norms and Values **Tier 3** − Historian − Archaeologist − Primary Sources − Historical Narrative
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values. **Underpinning Knowledge Learning Targets:** − The student can accurately describe historical events and issues from past historical periods. − The student can describe the perspectives of people living in past historical periods and places. − The student can discuss today's norms and values on historical events and issues. − The student can explain why multiple sources and perspectives are needed to build a historical narrative. − The student can explain how history is interpreted. **Underpinning Skills Learning Targets:** − The student can compare the perspectives of people living in the past to today's norms and values. − The student can investigate history through diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time. **Underpinning Reasoning Learning Targets:** − The student can evaluate a historian or archaeologist's interpretation of an event or issue.	
4.HI.2 (Prior Grade Standard) Primary and secondary sources can be used to create historical narratives.	**8.HI.1 (Future Grade Standard)** Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	

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Content Elaborations

Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.

Historians and archaeologists provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time.

As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard. By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.

Instructional Strategies

Examine a variety of primary sources such as historical accounts, paintings, maps, diaries and personal accounts to describe a historical event or period. Students create a written record (e.g., diary, news article, drawing, mural) on a historic event (e.g., opening of the Roman Coliseum) as if the student was alive during the time period.

Students create advertisements on historic events, inventions and people (e.g., Islamic medicine, Roman architecture, Greek or Roman gods and goddesses [Apollo, Aphrodite, Poseidon], democracy [voting], Olympics, trade with Africa) from the perspective of people living at that time.

Use this six-step vocabulary process to teach key terms in the unit: 1) provide a description, explanation, or example of the new term; 2) ask students to restate the description, explanation, or example in their own words; 3) ask students to construct a picture, pictograph, or symbolic representation of the term; 4) engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks, 5) periodically ask students to discuss the terms with one another; 6) involve students periodically in games that enable them to play with terms.

Career Connection - Students will research the careers and roles involved in the preservation of the past (e.g., museum technicians, archivist, curator, preservationist, historian, and archaeologist). Through their research, students will explore how archaeological sites are excavated and studied, and how paintings and maps are preserved and studied.

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Sample Assessments and Performance Tasks

Imagine you are an eyewitness to the following historical event: _____. Write a newspaper article giving an accurate account of the event.

Remember that you are writing from the perspective of someone living at the time of the event.

Reading the two sources below. Which interpretation describes the issue from the perspective of people living at the time?

Why is it important to use multiple primary sources and perspectives when creating a historical narrative?

Use the documents and artifacts provided below to create a historical narrative about the event addressed in the documents.

Instructional Resources

Timeline Builder (World Book) - This interactive tool allows users to construct a timeline and add events, descriptions and images.

Engaging Students with Primary Sources (Smithsonian) - A guide for teachers, includes brief introductions to using documents, photographs, oral histories, and objects for classroom learning.

Crop It (TeachingHistory.org) - Crop It is a four-step hands-on learning routine where teachers pose questions and students use paper cropping tools to deeply explore a visual primary source.

10 Primary Source Ideas (TCI) - descriptions of engaging ways to teach with primary sources from the creators of *History Alive*!

Document Analysis (National Archives) - Students think through primary source documents for contextual understanding and to extract information using four steps: meet the document, observe its parts, try to make sense of it, and use it as historical evidence.
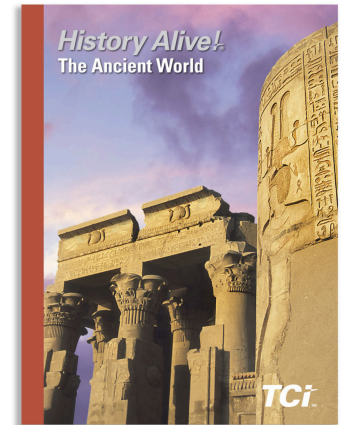
Primary Source Analysis (Library of Congress) - Students analyze a variety of primary source types using a three step process: observe, reflect, and question.

Which sources are most reliable for learning about the dodecahedron? (Read.Inquire.Write) - In this 2-3-day investigation, students are introduced to the bookmark tool for analyzing sources and the components of a written argument, including claim, evidence, and reasoning. Students analyze three sources about an unknown ancient artifact—a dodecahedra—and argue about how historians use clues, context, and evidence in their work.

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Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - Student Textbook: Timeline: Ancient Greece; Timeline: Ancient Rome

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Timeline Challenge
  - Timeline: World History Themes
  - Media Library: Maps

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Primary Sources

Unpacked Standards / Clear Learning Targets		
Learning Target 16. Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues. *Government Content Statement 16. Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.*	**Essential Understanding** − Understanding multiple perspectives of individuals and groups **Extended Understanding** − Evaluating perspectives on historic and contemporary issues	**Academic Vocabulary** **Tier 2** − Demonstrate − Perspectives **Tier 3** − Historic Issues − Contemporary Issues

Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues. **Underpinning Knowledge Learning Targets:** − The student can define perspective. − The student can explain that individuals and groups hold differing perspectives on historic and contemporary issues. − The student can explain the factors that influence individual and group perspectives. **Underpinning Skills Learning Targets:** − The student can analyze perspectives in historical and contemporary sources. − The student can compare the perspectives of various individuals and groups on historic and contemporary issues.

6.GO.9 (Prior Grade Standard)	**8.GO.1 (Future Grade Standard)**
Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy	Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Content Elaborations

Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.

Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement. For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.

Instructional Strategies

Have students analyze the different perspectives of a historical event by examining diaries, letters, art, editorials, editorial cartoons and photographs. Students could be assigned to take a position on a given person in history and present his or her position on a critical issue of that time.

Create a Thesis-Proof Chart to consider a thesis and look for information that either supports or refutes a thesis.

When conducting an OUT (Opening Up the Textbook), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and cross checking sources.

Use a Venn diagram (Two or Three Venn) to compare perspectives of multiple sources. Based on the information in the Venn diagram, construct a claim and support it with evidence.

In the Philosophical Chairs strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

Sample Assessments and Performance Tasks

What choices below are factors that influence the perspectives of individuals and groups on historic and contemporary issues?

Read the excerpt below. What perspective on the trans-Atlantic slave trade is presented? What would be an opposing perspective?

Create a Venn diagram comparing two perspectives on the following historic issue _____.

Read the two sources below. Which source presents a perspective in support of European exploration and colonization?

What perspective is shown in the diaries and letters below?

Research the historic issue of _____. Write an essay explaining two perspectives on the issue. Which perspective do you agree with the most? Give evidence and explain the reasoning for your answer.

Instructional Resources

Reading Like a Historian: Evaluating Sources - The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills

Civic Online Reasoning (Digital Inquiry Group) - The COR curriculum provides free lessons and assessments that help you teach students to evaluate online information that affects them, their communities, and the world.
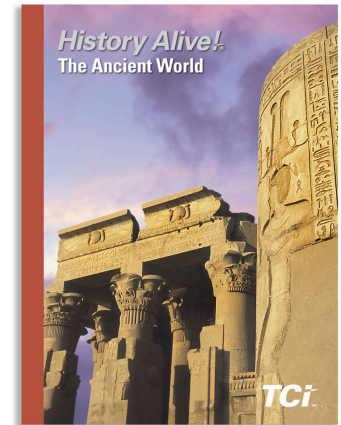
Claim Testing - What are the Claim Testers (World History OER Project) - Claim testing helps students "see" and evaluate people's assertions, and gives shape to one of the most important and useful critical thinking practices in history.

Points of View Reference Center (INFOhio) - The Points of Views Reference Center is a comprehensive database of current issues with point/counterpoint perspectives and related news articles

COLUMBUS CITY SCHOOLS

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through [CCS Classlink Launchpad](#))
  - Student Textbook: Timeline: Ancient Greece; Timeline: Ancient Rome

- Digital Teacher Resources (access through [CCS Classlink Launchpad](#))
  - Lesson Guide: Timeline Challenge
  - Timeline: World History Themes
  - Media Library: Maps

- Digital TCI Program Support (access through [CCS Classlink Launchpad](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Primary Sources

Unpacked Standards / Clear Learning Targets

Learning Target 12. Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present. *Geography Content Statement 12. Maps and other geographic representations can be used to trace the development of human settlement over time.*	**Essential Understanding** – Using maps and geographic tools to show human settlement over time **Extended Understanding** – How historical events are shaped by geography	**Academic Vocabulary** **Tier 2** – Demonstrate **Tier 3** – Geographic Representations – Satellite-produced Imagery – Geographic Information Systems – Spatial Relationships – Population Density
Ultimate Learning Target Type: Skill	**Broad Learning Target:** – The student can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present. **Underpinning Knowledge Learning Targets:** – The student can list geographic representation tools. – The student can define spatial relationships. – The student can cite examples of spatial relationships that are shown by geographic tools. – The student can describe ways human settlement changes over time. – The student can define population density. **Underpinning Skills Learning Targets:** – The student can analyze historical maps for change over time. – The student can analyze aerial photographs for change over time. – The student can analyze satellite-produced imagery and geographic information systems for change over time. – The student can use a map to illustrate how population density varies in relation to resources and type of land. **Underpinning Reasoning Learning Targets:** – The student can draw conclusions about how changes in geographic features have impacted spatial relationships.	

6.GE.3 (Prior Grade Standard) Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	**8.GE.13 (Future Grade Standard)** Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

Content Elaborations

Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present. These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries.

Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.

Instructional Strategies

Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live).

Have students use historical maps or other geographical representation to trace the development of human settlement of a region over time. For example, have them use maps to study trade routes and transportation networks between regions.

Display a series of various types of maps and other geographic tools. For each map or tool, ask: Who do you see? How did the cartographer choose to represent the world? Why do you think the cartographer would choose to represent the world in this way? What information can you learn from this map or tool? What information is left out? Why would this map or tool be useful? After displaying all of the maps or tools, have students decide which maps or tools would be best for the various purposes (showing political boundaries, determining elevation levels, showing sources of freshwater, showing population patterns, etc.).

Career Connection - Students will explore careers in geography-related fields such as cartographer, urban planner, environmental specialist, transportation specialist, climatologist, park ranger, etc. Students may be able to interview (live or through email) individuals who work in these fields.

Sample Assessments and Performance Tasks

Look at the two maps below. What changes in human settlement patterns are shown on the map?

The map below shows changing political boundaries in Europe. Describe one effect these changes would have on human settlement in the region.

The map below shows population density. Why is the population density low in the desert region and high in the coastal region?

Which type of geographic representation would best show changes in the physical characteristics of a region over time?

The map below shows transportation networks. How would the changes in transportation networks change human settlement in the region?

Instructional Resources

Mapping Perceptions (Asia Society) - This lesson plan discusses what maps can tell us about how their makers perceive the world.

National Geographic MapMaker - Customize one-page maps to download, email, print, or share

Beyond Borders (National Geographic) - This series of lessons will have students use maps to think about how borders intersect physical and human geographical features, and how those intersections can lead to cooperation and/or conflict.

Which map should we use? (Read.Inquire.Write) - How do maps show perspectives and bias? In this 2-3 day investigation, students are re-introduced to the bookmark tool for analyzing sources and are introduced to the components of a critique argument
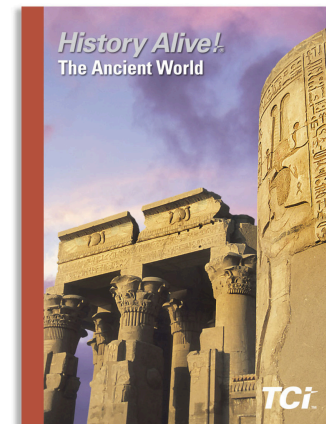
Nystrom World Atlas - This website includes world and continental maps (thematic, outline, reference) and graphs and photos.

World Mapper - This website provides a collection of world maps, where territories are re-sized on each map according to the subject of interest

COLUMBUS CITY SCHOOLS

Adopted Textbook Resources

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- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
    - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
    - Student Textbook: Lesson 1. Geography and Settlement of Greece; Lesson 8. Geography and Early Development of Rome

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lessons 1, 8
    - Interactive Notebook: Lessons 1, 8
    - Preview: Lesson 1, Predict Influence of Physical Geography
    - Visual Discovery: Lesson 1, Thematic Maps of Ancient Greece
    - Processing: Lesson 1, Storyboard on Geography of Ancient Greece
    - Preview: Lesson 8, Similarities between Greek and Roman Life
    - Assessments: Lessons 1, 8
    - Media Library: Maps

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

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Unit 1. Ancient Greece

Unpacked Standards / Clear Learning Targets

Learning Target 13. Describe how geographic factors can promote or impede the movement of people, products and ideas. *Geography Content Statement 13. Geographic factors promote or impede the movement of people, products and ideas.*	**Essential Understanding** - How geography impacts the movement of people, products, and ideas **Extended Understanding** - How historical events are shaped by geography	**Academic Vocabulary** **Tier 2** - Describe - Promote - Impede - Proximity **Tier 3** - Geographic Factors - Climate - Natural Resources

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** - The student can describe how geographic factors can promote or impede the movement of people, products and ideas. **Underpinning Knowledge Learning Targets:** - The student can cite geographic factors that promote or impede the movement of people, products, and ideas. - The student can describe ways in which people, products, and ideas move from place to place. **Underpinning Skills Learning Targets:** - The student can trace the movement of people, products, and ideas on a map. - The student can use geographic features on a map to determine how the movement of people, products, and ideas would be impacted. **Underpinning Reasoning Learning Targets:** - The student can analyze how climate, bodies of water, mountains, and deserts promote or impede the movement of people, products, and ideas. - The student can analyze how proximity to natural resources promotes or impedes the movement of people, products, and ideas.

6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**8.GE.15 (Future Grade Standard)** The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

Content Elaborations

Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing.

Geographic factors include:
- climate;
- bodies of water;
- mountains;
- deserts; and
- proximity to natural resources.

History Alive! Instructional Strategies

Lesson 1 - Geography and Settlement of Greece

Preview: Predict the ways in which the physical geography of Greece may have influenced settlement and way of life in ancient Greece.

Visual Discovery: Analyze two thematic maps of ancient Greece. They use the maps to make predictions about where ancient Greeks settled and how they lived. Students then read to discover if their predictions were correct.

Processing: Complete a storyboard draft of a children's book about the geography of ancient Greece and how it influenced the Greek way of life.

Supplemental Instructional Strategies

This standard should be incorporated throughout the year in conjunction with other units.

Have students view maps and photographs showing the geography of ancient Greece and discuss how these geographic features influenced development.

Have students create a cause and effect graphic organizer or foldable about the geography of Greece and Rome. Students should detail how the geographic setting influenced the way people lived and worked, and how the geographic features of Greece and Rome influenced the movement of people, products, and ideas. Students can add visuals to their graphic organizer or create a multimedia presentation to show the information.

Use a Venn diagram to compare the geography of Greece and Rome. Based on the information in the Venn diagram, construct a claim about the impact of geography in each civilization and support it with evidence.

Sample Assessments and Performance Tasks

Give four examples of geographic factors that can promote or impede the movement of people, products, and ideas.

Explain how climate can promote or impede the movement of people, products, and ideas.

Explain how bodies of water can promote or impede the movement of people, products, and ideas.

Explain how mountains can promote or impede the movement of people, products, and ideas.

Explain how proximity to natural resources can promote or impede the movement of people, products, and ideas.

Look at the map below. Based on the geographic features would it be easy or difficult for people, products, and ideas to move? Explain the reasoning for your answer.

The boxes below show geographic features. Sort the boxes into two categories based on whether the factors would promote or impede the movement of people, products, and ideas.

Which of the choices below reflect ways people, products, and ideas have moved throughout history?

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through [CCS Classlink Launchpad](#))
  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
  - Student Textbook: Lesson 1. Geography and Settlement of Greece

- Digital Teacher Resources (access through [CCS Classlink Launchpad](#))
  - Lesson Guide: Lessons 1
  - Interactive Notebook: Lessons 1
  - Preview: Lesson 1, Predict Influence of Physical Geography
  - Visual Discovery: Lesson 1, Thematic Maps of Ancient Greece
  - Processing: Lesson 1, Storyboard on Geography of Ancient Greece
  - Assessments: Lessons 1
  - Media Library: Maps

- Digital TCI Program Support (access through [CCS Classlink Launchpad](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
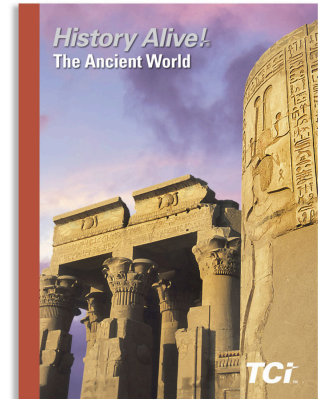
Supplemental Instructional Resources

Map of Ancient Greece - Map of Greek city-states and bodies of water

Acropolis - Photograph of the Acropolis in Athens

Greek Geography - 5 minute video introduction to the geography of Greece.

Ancient Greece Geography: Islands and Mountains Galore - Article on the climate and geography of Ancient Greece

Unpacked Standards / Clear Learning Targets		
Learning Target 2a. Cite examples and explain the enduring impact that Ancient Greece had on later civilizations. *History Content Statement 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.*	**Essential Understanding** − Enduring impact of Ancient Greece and Ancient Rome **Extended Understanding** − Evidence of Greek and Roman influence in the world today	**Academic Vocabulary** **Tier 2** − Cite − Enduring Impact **Tier 3** − Civilizations − Engineering and Technology − Art and Architecture − Literature and History − Law and Government
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can cite examples and explain the enduring impact that Ancient Greece had on later civilizations. **Underpinning Knowledge Learning Targets:** − The student can cite examples of engineering, technology, art, and architecture developments in Ancient Greece. − The student can cite examples of literature and history in Ancient Greece. **Underpinning Reasoning Learning Targets:** − The student can explain how engineering, technology, art, and architecture in Ancient Greece influenced later civilizations. − The student can explain how literature and history in Ancient Greece influenced later civilizations.	
(Prior Grade Standard) N/A	**8.GO.21 (Future Grade Standard)** The U.S. Constitution protects citizens' rights by limiting the powers of government.	

Content Elaborations

The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome, as elaborated upon in Content Statement 17.

The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history.

History Alive! Instructional Strategies

Lesson 5. The Golden Age of Athens

Preview: Analyze an excerpt from Pericles' Funeral Oration to explore what made Athens a unique city during the fifth century B.C.E.

Writing for Understanding: Take a "walking tour" of Athens during its Golden Age in the fifth century B.C.E. and then write a speech about why Athens is a great city.

Investigating Primary Sources: Create an argument to answer the question: What do dramas of ancient Greece reveal about its society?

Lesson 7. The Legacy of Ancient Greece

Preview: Use a key of ancient Greek words and their meanings to match modern English words to their definitions.

Social Studies Skill Builder: Match descriptions of modern life to images of ancient Greek achievements.

Processing: Illustrate and annotate a spectrum to evaluate the impact of five Greek contributions on modern life.

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s
  ○ Student Textbook: Lesson 5. The Golden Age of Athens, Lesson 7. The Legacy of Ancient Greece

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  ○ Lesson Guide: Lessons 5, 7
  ○ Interactive Notebook: Lessons 5, 7
  ○ Preview: Lesson 5, Pericles' Funeral Oration; Lesson 7, Ancient Greek Words
  ○ Writing for Understanding: Lesson 5, Walking Tour of Athens
  ○ Processing: Lesson 5, Cultural Achievement of Athens; Lesson 7, Spectrum on Greek Contributions
  ○ Investigating Primary Sources: Lesson 5, Dramas in Ancient Greece
  ○ Social Studies Skill Builder: Lesson 7, Descriptions of Modern Life and Ancient Greek Achievements;
  ○ Assessments: Lessons 5, 7

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  ○ ELA/ELD Connections: Reading Skills
  ○ ELA/ELD Connections: Writing Skills
  ○ ELA/ELD Connections: Vocabulary Skills
  ○ Cooperative, Inclusive Classroom
  ○ Critical Thinking Skills Toolkit
  ○ Citizenship Toolkit
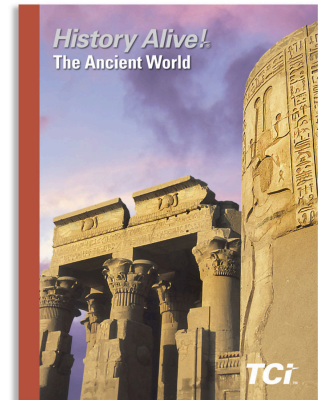
Supplemental Instructional Resources

Teaching the Ancient Greeks (History Association UK) - Narrative text, lesson masters, and student handouts

Battle of Thermopylae (Digital Inquiry Group) - In this lesson, students examine four historians' estimates of the number of participants in this battle and consider how the historians used evidence to support their historical claims.

A Day in the Life of an Ancient Athenian (TEDEd) - Customizable video lesson on a day in the life of Athenian democracy

Golden Age (PBL Works) - Students are introduced to the concept of a "golden age" in the history of civilizations around the world. Working in teams, students choose a particular civilization and conduct research on their civilization's golden age, then they communicate their learning to the public through a museum exhibit.

Unpacked Standards / Clear Learning Targets		
Learning Target 17a. Describe how Greek democracy was a radical departure from monarchy and theocracy. **Learning Target 17b. Explain how Greek democracy influenced the structure and function of modern democratic governments.** *Government Content Statement 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.*	**Essential Understanding** – Origins of democracy in Greece and long-term influence **Extended Understanding** – Compare modern democracy with Greece	**Academic Vocabulary** **Tier 2** – Describe – Explain **Tier 3** – Democracy – Monarchy – Theocracy
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** – The student can describe how Greek democracy was a radical departure from monarchy and theocracy. – The student can explain how Greek democracy influenced the structure and function of modern democratic governments. **Underpinning Knowledge Learning Targets:** – The student can define democracy. – The student can define monarchy. – The student can define theocracy. – The student can describe the structures and functions of democracy in Ancient Greece. – The student can describe the structures and functions of modern democratic governments. **Underpinning Skills Learning Targets:** – The student can compare democracies to monarchies and theocracies. – The student can compare characteristics of government in the United States to Ancient Greece..	
6.GO.10 (Prior Grade Standard) Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	**8.GO.20 (Future Grade Standard)** The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.	

Content Elaborations

The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all of the citizens (i.e., males over 18 with Athenian fathers) participated.

Many governments today were influenced by the Greek models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches.

History Alive! Instructional Strategies

Preview: Act as members of a sports team to determine the best way to make a team decision.

Experiential Exercise: Participate in the four forms of government practiced in ancient Greece to determine which of your favorite songs you should listen to.

Processing: Evaluate the four forms of government practiced in ancient Greece and complete a report card.

Supplemental Instructional Strategies

Create a simulation activity that illustrates direct democracy. At the beginning of class, provide only one-fifth of the class (only male students), a citizen card. Present a set of choices to the class regarding a possible class activity. Explain that students will vote to decide which activity the class will do. However, only citizens will be able to vote. As a discussion, ask: Was this a democratic way of making a decision? Who was entirely left out of the decision? Why were only certain male students allowed to vote? Explain that citizens had to be 18 year old males who had an Athenian mother and father. Metics were considered "foreigners" living in Athens. They were expected to perform military service, but they could not own property or vote. Those who were enslaved could not participate and had no influence in government.

Career Connection - Students research various careers in government and public service, such as elected officials, civil servants, lobbyists, public opinion analysts, law enforcement officers, etc. Students may be able to interview (live or through email) individuals who work in these fields.

Sample Assessments and Performance Tasks

Which statement correctly defines democracy?

What statement correctly defines a republic?

Decide whether each of the boxes below represents characteristics of Greek democracy or the Roman Republic.

Describe two characteristics of democracy in Ancient Greece that have influenced modern democracies.

Create a Venn diagram comparing the government in the United States today to the government of Ancient Greece.

Describe two characteristics of government in the Roman Republic that have influenced modern democracies.

Compare the government of the United States today with the government of the Roman Republic by completing the Venn diagram below.

Read the excerpt below from Pericles' Funeral Oration. What characteristics of Athens does Pericles believe make it a great city?

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Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - Student Textbook: Lesson 2. The Rise of Democracy

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lessons 2
  - Interactive Notebook: Lessons 2
  - Preview: Lesson 2, Best Way to Make a Team Decision
  - Experiential Exercise: Lesson 2, Four Forms of Government
  - Processing: Lesson 2, Four Forms of Government Report Card
  - Assessments: Lessons 2

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
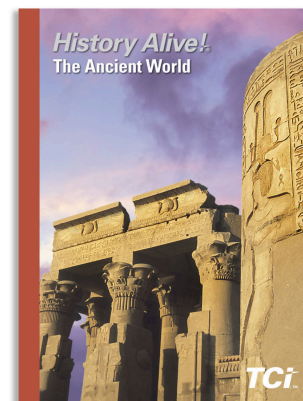
Supplemental Instructional Resources

Athenian Democracy (Digital Inquiry Group) - In this Structured Academic Controversy (SAC), students debate whether or not ancient Athens was truly democratic.

How Democratic Was Athens? (Constitutional Rights Foundation) - article with writing and discussion questions and application activity

Citizenship and Government in Athens (Achieve the Core) - secondary source reading with text dependent questions

What Did Democracy Really Mean in Athens? (TEDEd) - customizable video lesson the ins and outs of Athenian democracy

Was democracy in Ancient Athens a good form of government? (Read.Inquire.Write) - In this investigation, students will learn about the ways democracy functioned in ancient Athens as they consider the central question: Was democracy in Ancient Athens a good form of government?

Unit 2. Ancient Rome

Unpacked Standards / Clear Learning Targets

Learning Target 13. Describe how geographic factors can promote or impede the movement of people, products and ideas. *Geography Content Statement 13. Geographic factors promote or impede the movement of people, products and ideas.*	**Essential Understanding** − How geography impacts the movement of people, products, and ideas **Extended Understanding** − How historical events are shaped by geography	**Academic Vocabulary** **Tier 2** − Describe − Promote − Impede − Proximity **Tier 3** − Geographic Factors − Climate − Natural Resources
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can describe how geographic factors can promote or impede the movement of people, products and ideas. **Underpinning Knowledge Learning Targets:** − The student can cite geographic factors that promote or impede the movement of people, products, and ideas. − The student can describe ways in which people, products, and ideas move from place to place. **Underpinning Skills Learning Targets:** − The student can trace the movement of people, products, and ideas on a map. − The student can use geographic features on a map to determine how the movement of people, products, and ideas would be impacted. **Underpinning Reasoning Learning Targets:** − The student can analyze how climate, bodies of water, mountains, and deserts promote or impede the movement of people, products, and ideas. − The student can analyze how proximity to natural resources promotes or impedes the movement of people, products, and ideas.	
6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**8.GE.15 (Future Grade Standard)** The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	

Content Elaborations

Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing.

Geographic factors include:
- climate;
- bodies of water;
- mountains;
- deserts; and
- proximity to natural resources.

History Alive! Instructional Strategies

Lesson 8 - Geography of Rome

Preview: Examine scenes from Greek and Roman life and identify their similarities.

Response Group: Read about Etruscan and Greek influences on Rome, create cards to represent the influences, and examine images of life in Rome.

Processing: Honor Etruscan and Greek influences on Roman culture by creating your own coins.

Supplemental Instructional Strategies

This standard should be incorporated throughout the year in conjunction with other units.

Have students view maps and photographs showing the geography of ancient Rome and discuss how these geographic features influenced development.

Have students create a cause and effect graphic organizer or foldable about the geography of Rome. Students should detail how the geographic setting influenced the way people lived and worked, and how the geographic features of Rome influenced the movement of people, products, and ideas. Students can add visuals to their graphic organizer or create a multimedia presentation to show the information.

Use a Venn diagram to compare the geography of Greece and Rome. Based on the information in the Venn diagram, construct a claim about the impact of geography in each civilization and support it with evidence.

Sample Assessments and Performance Tasks

Give four examples of geographic factors that can promote or impede the movement of people, products, and ideas.

Explain how climate can promote or impede the movement of people, products, and ideas.

Explain how bodies of water can promote or impede the movement of people, products, and ideas.

Explain how mountains can promote or impede the movement of people, products, and ideas.

Explain how proximity to natural resources can promote or impede the movement of people, products, and ideas.

Look at the map below. Based on the geographic features would it be easy or difficult for people, products, and ideas to move? Explain the reasoning for your answer.

The boxes below show geographic features. Sort the boxes into two categories based on whether the factors would promote or impede the movement of people, products, and ideas.

Which of the choices below reflect ways people, products, and ideas have moved throughout history?

COLUMBUS CITY SCHOOLS

| Adopted Textbook Resources |
| --- |

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History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
    Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s
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- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lessons 8
    - Interactive Notebook: Lessons 8
    - Preview: Lesson 8, Similarities between Greek and Roman Life
    - Assessments: Lessons 8
    - Media Library: Maps

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit
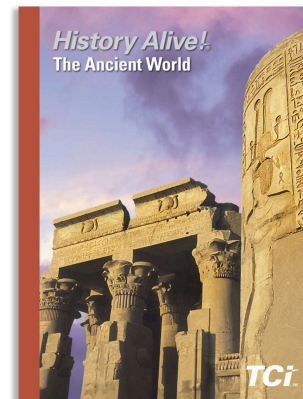
Supplemental Instructional Resources

The Geography of Ancient Rome (Share My Lesson) - Students will start by reviewing the geography of Greece, then view a slideshow of the Italian peninsula and infer pros and cons of living there. By the end of the lesson, students should be able to name some specific positive and negative effects that Italy's geography had on ancient Roman civilization, and should especially make connections to Rome's military power and expansion.

Physical Geography and Power in Ancient Rome (National Geographic) - Students use a physical map of the Roman Empire to investigate how physical geography contributed to economic and military power in ancient Rome.

Ancient Rome: How geography influence the development of Ancient Roman civilisation - A multimedia presentation on geography of Ancient Rome

Unpacked Standards / Clear Learning Targets		
Learning Target 17a. Describe how the Roman Republic was a radical departure from monarchy and theocracy. **Learning Target 17b. Explain how the Roman Republic influenced the structure and function of modern democratic governments.** *Government Content Statement 17. Greek democracy and the Roman Republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.*	**Essential Understanding** − Origins of republican forms of government in Rome and long-term influence **Extended Understanding** − Compare modern democracy with Rome	**Academic Vocabulary** **Tier 2** − Describe − Explain **Tier 3** − Democracy − Republic − Monarchy − Theocracy
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can describe how the Roman Republic was a radical departure from monarchy and theocracy. − The student can explain how the Roman Republic influenced the structure and function of modern democratic governments. **Underpinning Knowledge Learning Targets:** − The student can define republic. − The student can define monarchy. − The student can define theocracy. − The student can describe the structures and functions of the Roman Republic government. − The student can describe the structures and functions of modern democratic governments. **Underpinning Skills Learning Targets:** − The student can compare democracies and republics to monarchies and theocracies. − The student can compare characteristics of government in the United States to Ancient Rome.	
6.GO.10 (Prior Grade Standard) Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	**8.GO.20 (Future Grade Standard)** The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.	

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Content Elaborations

The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls and the Assemblies. Roman citizenship was granted to males if they had a parent who was a citizen, was a freed slave or made a huge payment. Citizens had rights and were expected to vote, register for the census and perform military service.

Many governments today were influenced by the Greek and Roman models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches.

History Alive! Instructional Strategies

Lesson 9 - The Rise of the Roman Republic

Preview: Students describe a time when they were treated unfairly and the actions they took to remedy the situation.

Experiential Exercise: Experience the plebeian struggle for equality in Rome. A group of students will be designated as "Plebs" and are tasked with producing "tiles." Another group is designated as "Pats."

Processing: Create an illustrated timeline to show how the characteristics of the Roman Republic changed over time.

Lesson 10 - From Republic to Empire

Preview: Assess the costs and benefits of having a much larger family than they currently have.

Problem Solving Groupwork: Create columns to commemorate one of the four key periods of growth in the Roman Empire.

Processing: List the costs and benefits of Roman expansion and write a paragraph answering the Essential Question: Did the benefits of Roman expansion outweigh the costs?

Supplemental Instructional Strategies

Compare the governments of Rome and the United States using a compare and contrast chart or a Venn diagram. Have students use a visual representation (e.g., illustrations, collage) to demonstrate an understanding of monarchy, democracy, and dictatorship.

Career Connection - Students research various careers in government and public service, such as elected officials, civil servants, lobbyists, public opinion analysts, law enforcement officers, etc. Students may be able to interview (live or through email) individuals who work in these fields.

Sample Assessments and Performance Tasks

What statement correctly defines a republic?

Decide whether each of the boxes below represents characteristics of Greek democracy or the Roman Republic.

Describe two characteristics of government in the Roman Republic that have influenced modern democracies.

Compare the government of the United States today with the government of the Roman Republic by completing the Venn diagram below.

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - Student Textbook: Lesson 2. The Rise of Democracy; Lesson 9. The Rise of the Roman Republic; Lesson 10. From Republic to Empire

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lessons 2, 9, 10
  - Interactive Notebook: Lessons 2, 9, 10
  - Preview: Lesson 2, Best Way to Make a Team Decision; Lesson 9, Being Treated Unfairly;
  - Experiential Exercise: Lesson 2, Four Forms of Government; Lesson 9, Plebeian Struggle for Equality
  - Processing: Lesson 2, Four Forms of Government Report Card; Lesson 9, Illustrated Timeline of Roman Republic
  - Problem Solving Groupwork: Four Key Periods of Growth in the Roman Empire
  - Assessments: Lessons 2, 9, 10

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
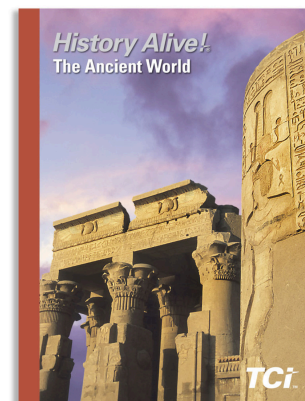
Supplemental Instructional Resources

Roman Republic (Digital Inquiry Group) - In this lesson, students investigate the question: How democratic was the Roman Republic?

Rome's Transition from Republic to Empire (National Geographic) - This article summarizes the transition from a republic to an empire after power shifted away from a representative democracy to a centralized imperial authority, with the emperor holding the most power.

Republic to Empire: Government in Ancient Rome - In this lesson, students compare and contrast two systems of government in ancient Rome. They write about how each system impacted human lives and make connections to their own.

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Unpacked Standards / Clear Learning Targets		
Learning Target 2b. Cite examples and explain the enduring impact that Ancient Rome had on later civilizations. *History Content Statement 2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.*	**Essential Understanding** − Enduring impact of Ancient Rome **Extended Understanding** − Evidence of Roman influence in the world today	**Academic Vocabulary** **Tier 2** − Cite − Enduring Impact **Tier 3** − Civilizations − Engineering and Technology − Art and Architecture − Literature and History − Law and Government
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can cite examples and explain the enduring impact that Ancient Rome had on later civilizations. **Underpinning Knowledge Learning Targets:** − The student can cite examples of engineering, technology, art, and architecture developments in Ancient Rome. − The student can cite examples of law and government developments in Ancient Rome. **Underpinning Reasoning Learning Targets:** − The student can explain how engineering, technology, art, and architecture in Ancient Rome influenced later civilizations. − The student can explain how law and government in Ancient Rome influenced later civilizations. − The student can explain how Ancient Rome contributed to the spread of Christianity.	
(Prior Grade Standard) N/A	**8.GO.21 (Future Grade Standard)** The U.S. Constitution protects citizens' rights by limiting the powers of government.	

Content Elaborations

The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome, as elaborated upon in Content Statement 17.

The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature.

The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.

History Alive! Instructional Strategies

Lesson 11 - Daily Life in the Roman Empire

Preview: Read statements about life in the Roman Empire and predict whether they think each applies to a rich or a poor Roman.

Social Studies Skill Builder: Learn about eight aspects of ancient Roman life and explore how a teenager might have experienced each.

Processing: Students write a dialogue between a rich Roman and a poor Roman who are comparing and contrasting their daily lives in the Roman Empire.

Lesson 12 - The Origins and Spread of Christianity

Preview: Listen to "The Lion and the Mouse" and analyze typical characteristics of fables.

Social Studies Skill Builder: Learn about the development and spread of Christianity in the Roman Empire and analyze New Testament parables as literature.

Processing: Write a parable about some aspect of good citizenship.

Lesson 13 - The Legacy of Rome in the Modern World

Preview: Students predict the extent to which they think Roman art, architecture and engineering, language, philosophy, and law influence us today.

Response Group: Play the "Rome to Home" game to discover how aspects of Roman culture influence modern life.

Processing: Write a thesis statement assessing the extent to which Roman culture influences us today. Then they list evidence from the activity to support the thesis statement.

Supplemental Instructional Strategies

Provide students with a set of artifacts and visuals that reflect innovations of Ancient Rome. This could include columns, domes, arches, roads, theaters, laws, history books, etc. Have students sort the artifacts and visuals into four buckets (categories): governance and law, engineering and technology, art and architecture, literature and history. For each artifact or visual, students should write a brief explanation of how this item influenced later civilizations.

Have students create a commercial for a product used during Roman times. The commercial must be accurate to the time period.

Create a representation (e.g., preview box, artifact box, poster, collage) to introduce Roman civilizations and to show their impact on today's society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flier, comedy and tragedy masks, etc.

Assume the role of museum curator and create a museum exhibit (virtual or physical) illustrating the enduring impact of Ancient Rome on modern civilizations. The display should include visuals (with written narratives) of modern places and objects that reflect the influence of Rome on governance and law, engineering and technology, art and architecture, literature and history, and religion. The exhibit should make an argument about the legacy of Rome and support it with evidence and reasoning.

Career Connection - Students will research careers in engineering and technology, art and architecture, literature and history, or law and government. Students will explain the work in these careers today was influenced by developments in Ancient Rome.

Sample Assessments and Performance Tasks

Which is an example of the enduring impact of Ancient Rome on later civilizations?

Decide whether each achievement below reflects the influence of Ancient Greece or Ancient Rome. Sort the boxes into the categories on the chart.

Research a key invention or development from Ancient Rome. Explain how this innovation has influenced later civilizations and how it has been improved upon since the time of Ancient Greece or Ancient Rome.
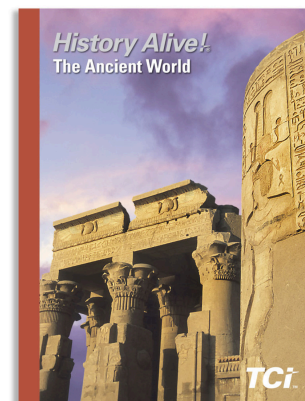
What engineering development in the Roman Empire aided the spread of Christianity?

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
  - Student Textbook: Lesson 11. Daily Life in the Roman Empire, Lesson 12. The Origins and Spread of Christianity; Lesson 13. The Legacy of Rome in the Modern World

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: 11, 12, 13
  - Interactive Notebook: Lessons 11, 12, 13
  - Preview: Lesson 13, Predict the Influence of Ancient Rome
  - Processing: Lesson 13, Thesis Statement on Influence of Roman Culture
  - Social Studies Skill Builder: Lesson 11, How a Teenager Might Have Experienced Life in Ancient Rome; Lesson 13, Development and Spread of Christianity
  - Response Group: Lesson 13, Rome to Home Game
  - Assessments: Lessons 11, 12, 13

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit

Supplemental Instructional Resources

Roman Art and Architecture (World History for Us All) - Roman art tells us a story of how societies borrow and build off the ideas of other societies.

Augustus (Digital Inquiry Group) - In this lesson, students corroborate evidence and arguments from a set of primary and secondary sources as they investigate the question: What kind of leader was Augustus?

Attila and Pope Leo (Digital Inquiry Group) - In this lesson, students develop the skill of sourcing as they consider the question: What happened at the meeting between Pope Leo and Attila the Hun?

History vs. Augustus (TEDEd) - Customizable video lesson on Rome's first emperor, includes guided questions and discussion prompt.

Golden Age (PBL Works) - Students are introduced to the concept of a "golden age" in the history of civilizations around the world. Working in teams, students choose a particular civilization and conduct research on their civilization's golden age, then they communicate their learning to the public through a museum exhibit.

Unpacked Standards / Clear Learning Targets

Learning Target 14. Explain how trade routes connecting Africa, Europe and Asia fostered the spread of ideas, technology and major world religions.

Geography Content Statement 14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

Essential Understanding
- Spread of technology and religion through trade

Extended Understanding
- Evidence of spread of religion and technology in the world today

Academic Vocabulary
Tier 2
- Explain
- Fostered

Tier 3
- Trade Routes
- Technology
- Silk Road
- Islam
- Christianity
- Buddhism

Ultimate Learning Target Type: Knowledge

Broad Learning Target:
- The student can explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

Underpinning Knowledge Learning Targets:
- The student can list products that were traded along the Silk Road.
- The student can describe the patterns of trade along the Silk Road.
- The student can describe how Islam expanded along the Silk Road.
- The student can describe how Christianity spread along roads in the Roman Empire and the Silk Road.
- The student can describe how Buddhism spread along trade routes in Asia.

Underpinning Skills Learning Targets:
- The student can use a map to trace the movement of products and religion along the Silk Road.

Underpinning Reasoning Learning Targets:
- The student can draw conclusions about the relationship between trade and the spread of religion.

6.GE.8 (Prior Grade Standard)
Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

8.HI.2 (Future Grade Standard)
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Content Elaborations

Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas.

Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms.

Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia.

Traders from India spread Hinduism to southeast Asia (Indonesia).

Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa).

Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.

Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder.

Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.

Instructional Strategies

Have students analyze maps that show trade routes in the ancient and Medieval world.

In hexagon learning, students organize informational hexagons into categories of their choice, with hexagons being placed next to each other to highlight links between the factors described. Create a set of hexagons with cultural practices, products, and civilizations that were part of the trade routes. Have students work in groups to organize the hexagons into categories and make connections on a poster board. Students can draw lines, arrows, and make annotations to explain the categories and connections.

Create a cause and effect graphic organizer to analyze causes and effects of the spread of Christianity. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

Sample Assessments and Performance Tasks

The products in the boxes below were traded along the Silk Road. Move the boxes to the map to show the correct direction of travel.

List two goods that caravans from the East traded along the Silk Road.

List two goods that caravans form the West traded along the Silk Road.

What is one cultural effect of trade along the Silk Road?

How did trade networks and roads contribute to the spread of Islam?

What factors contributed to the spread of Christianity throughout the Eastern Hemisphere?

On the map below, label the lines that represent the spread of Buddhism. What is one factor that helped Buddhism spread?

The map below shows the spread of Buddhism, Christianity, and Islam. Label each set of arrows with the name of the religion that is represented.

Instructional Resources

Belief Systems Along the Silk Road (Asia Society) - This website examines how religions and philosophies spread throughout the Silk Road over the centuries.

Which sources are most reliable for learning about the Silk Road? (Read.Inquire.Write) - How do we know what we know about the Silk Road? Which historical sources about the Silk Road should we trust? In this investigation, students consider the reliability of sources by considering their authors, the intended audiences, and the circumstances under which they were created.
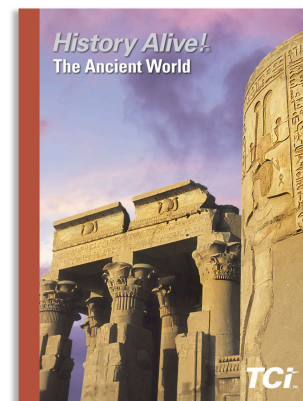
Did the Chinese and Romans Know Each Other? (C3 Teachers) - In this inquiry, students examine the extent to which the Chinese and Romans had knowledge of and interacted with one another.

Silk Road Simulation (World History OER Project) - In this simulation, students will learn how the Silk Roads connected Afro-Eurasian societies through the exchange of goods.

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Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
  - ○ Student Textbook: Lesson 12. The Origins and Spread of Christianity

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - ○ Lesson Guide: Lesson 12
  - ○ Interactive Notebook: Lesson 12
  - ○ Visual Discovery: Lesson 12
  - ○ Assessments: Lesson 12

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ○ ELA/ELD Connections: Reading Skills
  - ○ ELA/ELD Connections: Writing Skills
  - ○ ELA/ELD Connections: Vocabulary Skills
  - ○ Cooperative, Inclusive Classroom
  - ○ Critical Thinking Skills Toolkit
  - ○ Citizenship Toolkit

Unpacked Standards / Clear Learning Targets		
Learning Target 15. Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world. *Geography Content Statement 15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.*	**Essential Understanding** − How improvements in technology have led to cultural diffusion **Extended Understanding** − Evaluating the positive and negative impact of cultural diffusion	**Academic Vocabulary** **Tier 2** − Improvements − Facilitated **Tier 3** − Transportation − Communication − Technology − Cultural Diffusion
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world. **Underpinning Knowledge Learning Targets:** − The student can define cultural diffusion. − The student can describe reasons why cultural diffusion has increased over time. − The student can give examples of improvements in transportation technology. − The student can give examples of improvements in communication technology. − The student can describe the effects of improvements in transportation technology. − The student can describe the effects of improvements in communication technology. **Underpinning Skills Learning Targets:** − The student can use a map to trace the spread of technology and cultural diffusion.	
6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**(Future Grade Standard)** N/A	

Content Elaborations

Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.

Examples of cultural diffusion include:
- the roads built by the Romans allowed for the spread of Christianity;
- the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands;
- the inventions of paper and the printing press both led to mass production of maps, pamphlets and books; and
- the printing of the Bible hastened the Protestant Reformation.

Instructional Strategies

Help students understand cultural diffusion using an analogy between the Internet and a historical event (e.g., the Silk Road, Crusades, Columbian Exchange) as a way of spreading ideas. Students can compare how the Internet and the historical event had similar, yet different effects. Students can compare how long it took to spread new ideas during the era of the historical event vs. today's sharing of ideas using the Internet.

Career Connection: Students research, write about, and discuss how technology has changed the way people work throughout history. What new career opportunities have developed from technological advancements in recent years?

Sample Assessments and Performance Tasks

Which statement below best describes cultural diffusion?

Give two examples of improvements in transportation and communication technology. Explain how each improvement facilitated cultural diffusion.

Select the factors from the list below that have increased cultural diffusion throughout history.

How did the invention of the printing press contribute to cultural diffusion?

What transportation improvement helped the spread of Christianity in the Roman Empire?
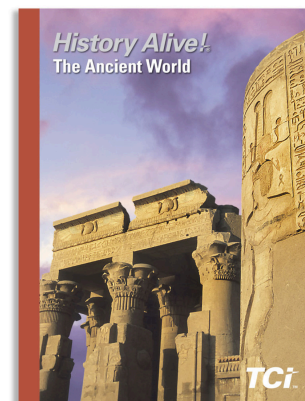
Instructional Resources

Should We Call It the "Silk Road"? (C3 Teachers) - This inquiry leads students through an investigation of the complex trade networks throughout Eurasia, collectively known as the "Silk Road."

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
  - ○ Student Textbook: Lesson 13. The Legacy of Rome in the Modern World

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - ○ Lesson Guide: Lesson 13
  - ○ Interactive Notebook: Lesson 13
  - ○ Assessments: Lesson 13

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ○ ELA/ELD Connections: Reading Skills
  - ○ ELA/ELD Connections: Writing Skills
  - ○ ELA/ELD Connections: Vocabulary Skills
  - ○ Cooperative, Inclusive Classroom
  - ○ Critical Thinking Skills Toolkit
  - ○ Citizenship Toolkit

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Unit 3. Medieval Europe

Unpacked Standards / Clear Learning Targets		
Learning Target 3. Describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. *History Content Statement 3. The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.*	**Essential Understanding** − The causes of the fall of the Roman Empire and the origins of feudalism **Extended Understanding** − Evaluate the impact of the fall of the Roman Empire and transition to feudalism.	**Academic Vocabulary** **Tier 2** − Describe **Tier 3** − Germanic − Feudal System − Manorial − Vassals
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can describe how internal and external factors helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. **Underpinning Knowledge Learning Targets:** − The student can describe the internal factors that led to the collapse of the Roman Empire. − The student can describe the external factors that led to the collapse of the Roman Empire. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between the collapse of the Roman Empire and the development of feudalism.	
(Prior Grade Standard) N/A	**(Future Grade Standard)** N/A	

Content Elaborations

Rome weakened for many reasons, including but not limited to, the split between Western and Eastern Roman Empires, government corruption, civil war, lack of conquest, weakening military, shifting power from West to East, moral decline, and inflation. The decline of the Roman Empire in the West was hastened by Germanic invasions.

The lack of central government in the West led to the development of feudal and manorial systems. Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals.

The manorial system was related to feudalism. It was an economic relationship between the peasants and lords. The peasants worked on land owned by the lord in return for fixed dues in kind, money and services. The manorial system prevailed in many European countries. While the Western Empire fell, the Eastern Roman Empire became known as the Byzantine Empire and lasted until the mid-15th Century.

History Alive! Instructional Strategies

Lesson 14 - The Development of Feudalism in Western Europe

Preview: Write about a situation in which loyalty was important.

Experiential Exercise: Assume the roles of peasants, knights, lords, and a ruler to understand the various interconnections, responsibilities, and relationships that defined medieval European society.

Processing: "Grade" feudalism on how well it brought security, economic stability, prosperity, and opportunity to medieval Europe.

Lesson 18 - The Byzantine Empire

Preview: Play a trading game to learn about the role of Constantinople as a trading hub, and explore maps that link classroom experience to trade routes of 1346.

Visual Discovery: Examine images that represent Constantinople, Justinian's rule, the development of the Eastern Orthodox Church, and the schism between Roman Catholics and Eastern Orthodox Christians in 1054.

Processing: Create a real-estate advertisement to encourage people to move to Constantinople.

Supplemental Instructional Strategies

Use graphic organizers such as multi-tier timelines and flowcharts to help students sequence the order of events connecting the Germanic (Barbarian) invasions with the shift of the Roman capital to Byzantium. Students can describe how this set the stage for feudalism and the manorial system. (In the void that was created, new systems of government and economics emerged.)

Create vocabulary word maps/concept organizers to have students unpack the concept of feudalism. In the Concept of Definition Map, students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?).

Use the following contract between a vassal and a lord to teach the concept of how government authority is based on the consent of the people:

- **Vassal:** I _____, Since it is known familiarly to all how little I have whence to feed and clothe myself, I have therefore petitioned your Piety, and your good will has permitted me to hand myself over or commend myself to your guardianship, which I have thereupon done; that is to say, in this way, that you should aid and succor me as well with food as with clothing, according as I shall be able to serve you and deserve it. And as long as I shall live I ought to provide service and honor to you, suitably to my free condition; and I . . . must remain during the days of my life under your power or defense.

- **Lord:** It is right that those who offer to us unbroken fidelity should be protected by our aid. And since _____, a faithful one of ours, by the favor of God, coming here in our palace with his arms, has seen fit to swear trust and fidelity to us in our hand, therefore we herewith decree and command that for the future _____, above mentioned, be reckoned among the number of the antrustions (followers).

Note that this contract has something for both parties. Use this example to teach how feudalism was a type of government, and in this case, a cooperating contact between two groups.

Create a feudal manor re-creation role play. Using a variety of social classes, assign students to be members of a particular social class. Provide students with a problem to solve within feudal manor life.

Sample Assessments and Performance Tasks

Which statement explains the relationship between the Germanic invasions and the development of feudalism?

Explain four reasons for the fall of the Roman Empire.

Create a graphic organizer to illustrate the power structure in feudalism.

Explain the economics of the manorial system. How was it related to feudalism?

Create a multi-tier timeline connecting the Germanic invasions, movement of the Roman capital to Byzantium, Mongol invasions, and Ottoman Turk invasion of the Byzantine Empire.

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Ancient World **(TCI) - Hard Copy**
History Alive! The Medieval World and Beyond **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s
  - Student Textbook: Lesson 14. The Development of Feudalism in Western Europe; Lesson 18. The Byzantine Empire

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lessons 14, 18
  - Interactive Notebook: Lessons 14, 18
  - Preview: Lesson 14, Loyalty; Lesson 18, Trading Game
  - Experiential Exercise: Lesson 14, Medieval European Society
  - Visual Discovery: Images of Constantinople, Justinia's rule, Eastern Orthodox Church
  - Processing: Lesson 14, 18
  - Assessments: Lessons 14, 18

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
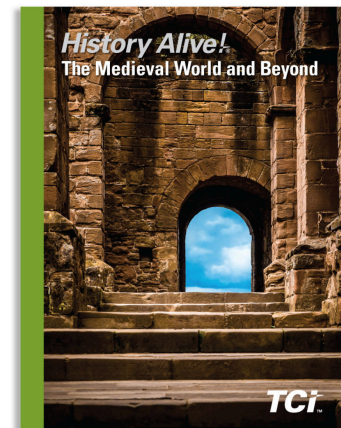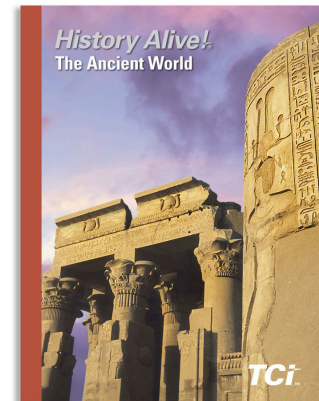
Supplemental Instructional Resources

Did the Roman Empire Fall? (C3 Teachers) - This inquiry leads students through an investigation of the fall of the Roman Empire. More specifically, students examine whether the events that occurred in 476 CE constituted the fall of the Roman Empire or a transformation of the empire.

European Middle Ages: Feudalism and Serfdom (Khan Academy) - video lesson on the Middle Ages and feudalism

The Dark Ages (Digital Inquiry Group) - In this multi-day lesson, students question the validity of using "Dark Ages" to describe Europe from the fall of the Roman Empire to the Renaissance

Understanding Feudalism (Thinking History) - This lesson takes that feudal diagram off the page and recreates it in the classroom using his students as king, barons, knights and villeins.

Black Death: Can Disease Change the World (C3 Teachers) - This inquiry is framed by the compelling question "Can disease change the world?" Among the many catastrophic global pandemics in history, perhaps none achieved the notoriety of the Black Death.

The Rise and Fall of the Byzantine Empire (TEDEd) - customizable video lesson on the Byzantine Empire, includes guided questions and discussion prompt

Unpacked Standards / Clear Learning Targets

Learning Target 18. Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states. *Government Content Statement 18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.*	**Essential Understanding** − How the decline of feudalism led to the formation of nation states **Extended Understanding** − How the concept of the nation state has influenced the modern world	**Academic Vocabulary** **Tier 2** − Decline − Consolidation − Emergence **Tier 3** − Feudalism − Consolidation − Nation States − Magna Carta − Democratic Principles

Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states. **Underpinning Knowledge Learning Targets:** − The student can define feudalism. − The student can define nation state. − The student can explain the causes of the decline of feudalism. − The student can explain how kings consolidated power. − The student can describe the circumstances that led to the signing of the Magna Carta. − The student can explain how the consolidation of power led to the emergence of nation states. − The student can explain democratic principles of the American Revolution. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between the Magna Carta and democratic principles of the American Revolution.

(Prior Grade Standard) N/A	**8.HI.5 (Future Grade Standard)** The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

Content Elaborations

There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments.

Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states (i.e. sovereign territorial units characterized with defined borders, common languages, culture and values).

As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.

The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.

History Alive! Instructional Strategies

Lesson 17 - The Decline of Feudalism

Preview: Students write about an event that changed their lives.

Visual Discovery: Examine images showing events that affected medieval Europe. Students conduct two act-it-outs and one group presentation to gain insight into how these events led to the decline of feudalism and the rise of democratic thought.

Processing: Describe the events leading to the decline of feudalism from the perspectives of three individuals from medieval Europe and predict how their roles in medieval society might change.

Supplemental Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack the concept of a nation state. In the Concept of Definition Map, students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?).

Create a cause and effect graphic organizer to analyze causes and effects of the rise of nation states. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

Have students form groups and assign them to investigate a particular European monarch who consolidated power into a nation state at the end of the Feudal period. Students should research: how the monarch gained and consolidated power, the characteristics of the country (e.g., language, culture, religion), and the succession of power after the death of the monarch. Students can share their research through an Infographic with text and visuals (maps, emblems, paintings).

Begin a study of the Magna Carta by asking: What are some of the rights or freedoms that you have as an American citizen? Where did the ideas of citizens' liberties come from? Use a close reading strategy to examine excerpts from the Magna Carta. Compare the ideas in the Magna Carta with the rights and liberties of American citizens.

Sample Assessments and Performance Tasks

Explain one cause and one effect of the decline of feudalism in Western Europe.

Which choice below reflects a reason for the decline of feudalism?

Decide whether each factor in the boxes below reflects a cause or effect of the decline of feudalism in Western Europe. Move the boxes to the correct column on the graphic organizer.

How is the emergence of the nation state related to the decline of feudalism?

What circumstances led to the signing of the Magna Carta?

Read the excerpt from the Magna Carta. What democratic principles are contained in this document? How did the Magna Carta influence the American Revolution?

Adopted Textbook Resources

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- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
  - Student Textbook: Lesson 17. The Decline of Feudalism

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lessons 17
  - Interactive Notebook: Lesson 17
  - Preview: Lesson 17, Life Changing Event
  - Visual Discovery: Lesson 17, Act-it-Outs on Events that Affected Medieval Europe
  - Processing: Lesson 17, Decline of Feudalism from Perspective of Three Individuals
  - Assessments: Lessons 17

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
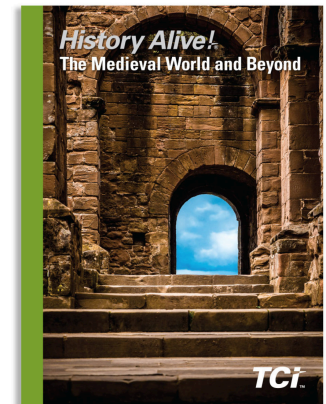
Supplemental Instructional Resources

The Hundred Years' War (PBS Learning Media) - Students will read a short description of the Hundred Years War, analyze several primary documents, and write an essay addressing the prompt.

Hundred Years War: Treaty of Troyes, 1420 and Conditions in France in 1422 (Medieval Sourcebook) - The Treaty of Troyes was an agreement that King Henry V of England and his heirs would inherit the French crown upon the death of King Charles VI of France. It was signed on 21 May 1420 in the aftermath of Henry's successful military campaign in France. It forms a part of the backdrop of the latter phase of the Hundred Years' War finally won by the French at the Battle of Castillon in 1453, and in which various English kings tried to establish their claims to the French throne.

Magna Carta: Cornerstone of the U.S. Constitution - This EDSITEment! lesson provides an overview, lessons and resources on the impact of the Magna Carta on the U.S. government.

Magna Carta Teacher's Resources (UK National Archives) - This website includes download presentations and teacher's notes for classroom use.

Unit 4. Medieval Islam

Unpacked Standards / Clear Learning Targets		
Learning Target 5. Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe. *History Content Statement 5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.*	**Essential Understanding** − How achievements of Islamic civilization spread to Europe **Extended Understanding** − Long term impact of Islamic achievements on the world	**Academic Vocabulary** **Tier 2** − Describe − Achievements **Tier 3** − Islamic Civilization − Astronomy − Chemistry − Italian Renaissance − Conquest − Crusades
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe. **Underpinning Knowledge Learning Targets:** − The student can cite Islamic contributions in medicine. − The student can cite Islamic advances in astronomy. − The student can cite Islamic achievements in chemistry and math. − The student can cite Islamic developments in maps and exploration. − The student can explain how Islamic achievements spread to Europe through trade, conquests, and the Crusades. **Underpinning Reasoning Learning Targets:** − The student can analyze the impact of the golden age of Islam on the Italian Renaissance.	
6.GE.8 (Prior Grade Standard) Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (…Islam…)	**9.HI.5 (Future Grade Standard)** The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.	

Content Elaborations

In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. This year, the study focuses on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.

Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers.

Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.

History Alive! Instructional Strategies

Lesson 19 - Muslim Innovations and Adaptations

Preview: Students consider ways in which their lives are influenced by cultures in other parts of the world.

Social Studies Skill Builder: Examine placards and match them to innovations and adaptations made by medieval Muslims.

Processing: Create an illustrated and annotated spectrum evaluating the impact of medieval Muslim adaptations and innovations.

Lesson 20 - From the Crusades to the New Muslim Empire

Preview: Analyze a map of Jerusalem and answer questions about the map.

Writing for Understanding: Research the causes, events, and effects of the Crusades. They then write a news article to explain how an event during the Crusades affected Christians, Muslims, and Jews.

Processing: Describe how three events related to the Crusades affected Christians, Muslims, and Jews.

Supplemental Instructional Strategies

Have students complete a K-W-L 3-column chart (Know, Want to Know, Learned) about Islam and its impact in world history. Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the lesson.

Begin a discussion about the importance of studying Islamic contributions to world history with the following prompt:
- In a community in Ohio, a group of community members started a petition to "ban the teaching of Islam" in school. They mistakenly believed that the state standards were *promoting* a specific religious faith, instead of teaching about the cultural practices and influences of all religions. Do you think we could fully teach world history without teaching about Islam? What gaps in our understanding of world history would result from this? What contributions have Islamic civilizations made to world history? Why do you think some people want to leave this information out?

Use a historical map showing the expansion of Islam from the 7-12th centuries. Consult atlases of the Middle East, Africa, and Europe to identify the present-day countries that were part of Islamic civilizations. Discuss: How did this religion spread so quickly and grow so powerful?

Create a graphic organizer to summarize Muslim contributions in medicine, science, math, art, and architecture. Students can add images to support each category. Conduct a class discussion and vote on the most significant contributions. Use the information to write a claim and support it with evidence.

Ask students to think about why countries go to war. The Crusades were fought over religion and resources. Is this a just war? Are there other reasons to fight wars that are just? Compare the Crusades to contemporary conflicts.

Sample Assessments and Performance Tasks

Decide which of the achievements below were contributions made by Islamic civilization in the Middle Ages. Move the boxes to the graphic organizer.

Describe four contributions of Islamic civilization in the areas of medicine, science, math, and exploration.

Create a timeline showing achievements of Islamic civilization leading up the Italian Renaissance.

How was Islamic learning and culture evident in the Italian Renaissance?

Cite two ways in which Islamic achievements spread to Western Europe.

On a map, trace the growth of Islamic civilization. How did this growth influence Western Europe?

Instructional Resources

Afroeurasia and the Rise of Islam 600 - 1000 CE (World History for Us All) - This unit traces the rise of Islam, its spread, and the development of Muslim civilization. It also addresses its impact on Afroeurasia as a whole.

Expansion of the Early Islamic Empire (Digital Inquiry Group) - In this lesson, students examine a series of documents and consider the question: How did the early Islamic empire expand?

Ibn Battuta (Digital Inquiry Group) - In this lesson students read from the Rihla, a book of Ibn Battuta's travels, and a present-day historian's account to answer the question: What was the Muslim world like in the 1320s?

First Crusade (Digital Inquiry Group) - In this lesson, students compare Christian and Muslim perspectives of the First Crusade by analyzing different accounts of the siege of Jerusalem.

Islamic Spain: Was the Caliphate of Córdoba a Success? (C3 Teachers) - This inquiry provides students with an introduction to a historical example of religious tolerance and cooperation as it evolved in Islamic Spain, also known as Al-Andalus.

The Spread of Islam (Khan Academy) - Video lesson with readings and practice questions on the spread of Islam.

COLUMBUS CITY SCHOOLS

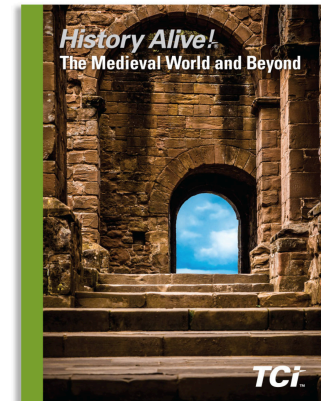| Adopted Textbook Resources |
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- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lessons 19, 20
    - Interactive Notebook: Lessons 19, 20
    - Preview: Lessons 19, 20
    - Social Studies Skill Builder: Lessons 19, 20
    - Processing: Lessons 19, 20
    - Assessments: Lessons 19, 20

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

Unpacked Standards / Clear Learning Targets

Learning Target 14. Explain how trade routes connecting Africa, Europe and Asia fostered the spread of ideas, technology and major world religions.

Geography Content Statement 14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.

Essential Understanding
- Spread of technology and religion through trade

Extended Understanding
- Evidence of spread of religion and technology in the world today

Academic Vocabulary
Tier 2
- Explain
- Fostered

Tier 3
- Trade Routes
- Technology
- Silk Road
- Islam
- Christianity
- Buddhism

Ultimate Learning Target Type: Knowledge

Broad Learning Target:
- The student can explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

Underpinning Knowledge Learning Targets:
- The student can list products that were traded along the Silk Road.
- The student can describe the patterns of trade along the Silk Road.
- The student can describe how Islam expanded along the Silk Road.
- The student can describe how Christianity spread along roads in the Roman Empire and the Silk Road.
- The student can describe how Buddhism spread along trade routes in Asia.

Underpinning Skills Learning Targets:
- The student can use a map to trace the movement of products and religion along the Silk Road.

Underpinning Reasoning Learning Targets:
- The student can draw conclusions about the relationship between trade and the spread of religion.

6.GE.8 (Prior Grade Standard)
Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

8.HI.2 (Future Grade Standard)
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Content Elaborations

Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas.

Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms.

Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia.

Traders from India spread Hinduism to southeast Asia (Indonesia).

Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa).

Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.

Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder.

Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.

Instructional Strategies

Have students analyze maps that show trade routes in the ancient and Medieval world.

In hexagon learning, students organize informational hexagons into categories of their choice, with hexagons being placed next to each other to highlight links between the factors described. Create a set of hexagons with cultural practices, products, and civilizations that were part of the trade routes. Have students work in groups to organize the hexagons into categories and make connections on a poster board. Students can draw lines, arrows, and make annotations to explain the categories and connections.

Create a cause and effect graphic organizer to analyze causes and effects of the spread of Christianity. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

Sample Assessments and Performance Tasks

The products in the boxes below were traded along the Silk Road. Move the boxes to the map to show the correct direction of travel.

List two goods that caravans from the East traded along the Silk Road.

List two goods that caravans form the West traded along the Silk Road.

What is one cultural effect of trade along the Silk Road?

How did trade networks and roads contribute to the spread of Islam?

What factors contributed to the spread of Christianity throughout the Eastern Hemisphere?

On the map below, label the lines that represent the spread of Buddhism. What is one factor that helped Buddhism spread?

The map below shows the spread of Buddhism, Christianity, and Islam. Label each set of arrows with the name of the religion that is represented.

Instructional Resources

Belief Systems Along the Silk Road (Asia Society) - This website examines how religions and philosophies spread throughout the Silk Road over the centuries.

Which sources are most reliable for learning about the Silk Road? (Read.Inquire.Write) - How do we know what we know about the Silk Road? Which historical sources about the Silk Road should we trust? In this investigation, students consider the reliability of sources by considering their authors, the intended audiences, and the circumstances under which they were created.

Did the Chinese and Romans Know Each Other? (C3 Teachers) - In this inquiry, students examine the extent to which the Chinese and Romans had knowledge of and interacted with one another.
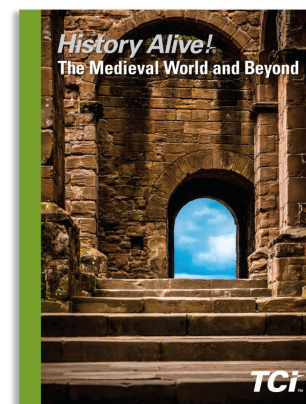
Silk Road Simulation (World History OER Project) - In this simulation, students will learn how the Silk Roads connected Afro-Eurasian societies through the exchange of goods.

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COLUMBUS CITY SCHOOLS

Unpacked Standards / Clear Learning Targets		
Learning Target 21a. Explain how the growth of cities and empires fostered the growth of markets. **Learning Target 21b. Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.** *Economics Content Statement 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.*	**Essential Understanding** − Relationship among growth of cities and empires and growth of markets, specialization and monetary economies **Extended Understanding** − Analysis of trade issues in the modern global economy	**Academic Vocabulary** − Markets − Demand − Specialization − Barter − Monetary Economy
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can explain how the growth of cities and empires fostered the growth of markets. − The student can describe how market exchanges encouraged specialization and the transition from barter to monetary economies. **Underpinning Knowledge Learning Targets:** − The student can define market. − The student can explain market exchanges. − The student can define specialization. − The student can define barter economy. − The student can define monetary economy. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between growth of cities and growth of markets. − The student can analyze the relationship between market exchanges and specialization. − The student can compare barter and monetary economies. − The student can analyze the relationship between market exchanges and the transition to monetary economies.	
6.EC.15 (Prior Grade Standard) The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.	**8.EC.14 (Future Grade Standard)** When regions and/or countries specialize, global trade occurs.	

Content Elaborations

Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.

Consequently, the growth of markets encouraged specialization and advanced a more efficient system for the exchange of goods and services. The barter system limited market exchanges, so money-based systems were created.

Instructional Strategies

Conduct an experiential learning bartering activity. Assign one empire to each group of students and role play trade of items.

Create a role play of market trading. Use representative items for money, technology and religion. Organize students into villages with differing resources and in different geographic locations. Have students engage in trade (one trader per village at a time) with the goal of fulfilling the basics of food, clothing and shelter, then trade for luxuries.

Connect with Content Statement 8 (growth of empires along trade routes), Content Statement 9 (Trans-Saharan trade and the city of Timbuktu), Content Statement 10 (European economic growth) and Content Statement 14 (growth of trade routes).

Sample Assessments and Performance Tasks

Which statement explains why the growth of cities led to the growth of markets?

How did the growth markets encourage specialization?

What statement reflects the definition of a monetary economy?

Create a Venn diagram comparing the barter system and monetary economy system.

Instructional Resources

Should We Call It the "Silk Road"? (C3 Teachers) - This inquiry leads students through an investigation of the complex trade networks throughout Eurasia, collectively known as the "Silk Road."

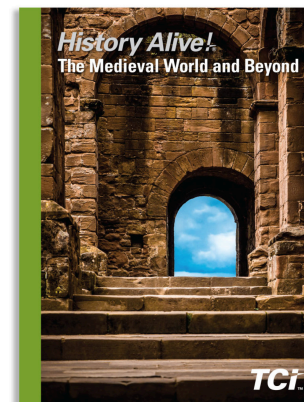Muslim Monopoly along the Silk Roads (UNESCO) - This article summarizes Muslim trade along the Silk Roads

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    ○ Interactive Notebook: Lesson 19
    ○ Assessments: Lesson 19

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    ○ ELA/ELD Connections: Writing Skills
    ○ ELA/ELD Connections: Vocabulary Skills
    ○ Cooperative, Inclusive Classroom
    ○ Critical Thinking Skills Toolkit
    ○ Citizenship Toolkit

Unit 5. Empires of West Africa

Unpacked Standards / Clear Learning Targets		
Learning Target 8a. Describe how empires in Africa grew as commercial and cultural centers along trade routes. *History Content Statement 8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.*	**Essential Understanding** − Growth of commercial and cultural centers along trade routes in Africa **Extended Understanding** − Long impact of cultural diffusion in the Eastern Hemisphere	**Academic Vocabulary** **Tier 3** − Empires − Commercial − Cultural Development − Cultural Centers − Trade Routes
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can describe how empires in Africa grew as commercial and cultural centers along trade routes. **Underpinning Knowledge Learning Targets:** − The student can identify the source of wealth for West African kingdoms. − The student can cite products and ideas brought to West Africa by traders from Europe and the Middle East. − The student can describe the role of Timbuktu as a commercial and cultural center. − The student can list important commercial centers in Africa − The student can identify trade routes in Africa. **Underpinning Skills Learning Targets:** − The student can trace trade routes in Africa on a map. **Underpinning Reasoning Learning Targets:** − The student can explain the importance of trade in West African kingdoms. − The student can analyze the relationship between trade and cultural change in West Africa. − The student can analyze the impact of trade routes on cultural development.	
6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**(Future Grade Standard)** N/A	

Content Elaborations

Trade was central to the economic and cultural development of the West African kingdoms of Ghana, Mali and Songhay. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth), and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.

Important commercial and cultural centers also developed in Asia. The Byzantine Empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of Eastern Europe.

History Alive! Instructional Strategies

Lesson 21 - Early Societies in West Africa

Preview: Make predictions about where cities would develop in West Africa.

Response Group: Respond to three separate situations faced by people living in early societies in West Africa. After completing the three situations, the class discusses their experiences and determines the most significant factor in the development of early societies in West Africa.

Processing: Evaluate which factor had the largest impact on the development of early societies in West Africa.

Lesson 22 - Ghana: A West African Trading Empire

Preview: Rank a list of trade goods based on several scenarios. Then, they discuss factors they considered when ranking items.

Experiential Exercise: Assume the role of North African Traders or Wangaran gold miners and learn how the two groups conducted trade.

Processing: Write statements about how different people benefited from trans-Saharan trade.

Lesson 23 - The Influence of Islam on West Africa

Preview: Examine an image from West Africa and list the Islamic influences that they see.

Social Studies Skill Builder: Learn about ways in which Islam has influenced, and continues to influence, West Africa. Students analyze a gallery of contemporary photographs from West Africa and identify Islamic influences represented in the images.

Processing: Complete a sensory figure and identify how each sensory statement is related to an aspect of Islamic influence.

Lesson 24 - The Cultural Legacy of West Africa

Preview: Listen to and learn a call-and-response song.

Problem Solving Groupwork: Students hear a portion of a famous West African tale. Afterwards, students perform their own dramatization of the tale.

Processing: Create a museum display that highlights West African cultural achievements and their impact on modern society.

Supplemental Instructional Strategies

Use a K-W-L (Know, What to Know, Learned) chart to introduce students to the study of African civilizations. Complete the K and W columns at the beginning of the unit, and the L column at the end of the unit.

Create a multiple-tier timeline (paper or multimedia) showing African and Asian civilizations and empires in the Middle Ages. Timelines can include images, maps, and text narrative. They should discuss the social, cultural, political, and economic characteristics of civilizations and empires.

Divide the class into groups and have each group research one Medieval African (Ghana, Mali, Songhay) or Asian (Mughal, Ottoman) empire/civilization. Have students create a multimedia presentation or website to summarize their findings. Have each group share their presentations, while the rest of class takes notes.

Use maps of Africa West Trade routes to illustrate how West African empires became centers of trade and wealth.

Have students participate in a silent barter in the model of West African Trading Kingdoms.

Career Connection - Students will research careers in international business and trade. Students will compare the methods and products involved in international trade today with those used in the Medieval world.

Sample Assessments and Performance Tasks

Trade among West African kingdoms and Europe and the Middle East was important to the development of commercial centers. Move the product boxes below into the correct places on the map to show the direction of each trade.

Which is an example of how trade influenced cultural developments in West Africa?

Why was Timbuktu an important city in West Africa?

Which factor contributed to the success of the Byzantine Empire?

On the map below, label two trade routes in Asia. How did these routes contribute to the growth of commercial centers in Asia?
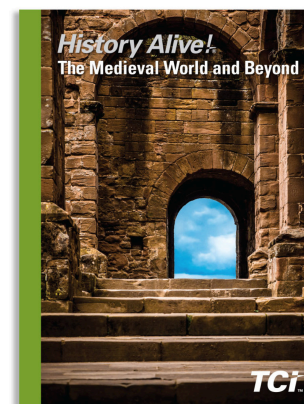
Which statement reflects the impact of the Silk Road?

Imagine you are a trader along the Silk Road. Write a diary entry describing your travel route, what cities you encounter, and what products are being traded. Why are you willing to take such a risky adventure? What are the benefits of being a Silk Road trader?

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History Alive! The Medieval World and Beyond **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
    Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s; refer to the textbook table of contents for hard copy chapter #s
    - Student Textbook: Lesson 21. Early Societies in West Africa; Lesson 22. Ghana: A West African Trading Empire; Lesson 24. The Cultural Legacy of West Africa

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lessons 21-24
    - Interactive Notebook: Lessons 21-24
    - Preview: Lessons 21-24
    - Processing: Lessons 21-24
    - Experiential Exercise: Lesson 24, North African Traders
    - Assessments: Lessons Lessons 21-24

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

Supplemental Instructional Resources

West African Kingdoms - This BBC website informs readers about the history and plight of West African Kingdoms through video, sound, pictures and information. Many opportunities for student interaction with the text are provided.

Trekking to Timbuktu: Timbuktu: A Center of Trade (EDSITEment) - This lesson explores the importance of trade in the economy of West Africa between the 14th and 18th centuries.

Mansa Musa, One of the Wealthiest People Who Ever Lived (TEDEd) - customizable video lesson on Mansa Musa, the 14th century African king of the Mali Empire; includes guided questions and discussion prompt

Unpacked Standards / Clear Learning Targets		
Learning Target 9. Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies. *History Content Statement 9. The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.*	**Essential Understanding** − Impact of the trans-Saharan slave trade **Extended Understanding** − Relationship between trans-Saharan slave trade and Atlantic slave trade	**Academic Vocabulary** **Tier 2** − Describe − Explain − Effects − Rationale **Tier 3** − Trans-Saharan − Trans-Atlantic

Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies. **Underpinning Knowledge Learning Targets:** − The student can describe the trans-Saharan slave trade. − The student can describe the roles of slaves and conditions of enslavement in the trans-Saharan slave trade. **Underpinning Skills Learning Targets:** − The student can compare the trans-Saharan slave trade to the later Atlantic slave trade. **Underpinning Reasoning Learning Targets:** − The student can analyze how the trans-Saharan slave trade contributed to the development of powerful African states. − The student can analyze how the trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**8.HI.4 (Future Grade Standard)** The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.

Content Elaborations

Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.

Unlike the Atlantic slave trade that began the 16th century, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.

The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.

This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

Instructional Strategies

Introduce the study of slavery by asking students to complete a brainstorming web on the topic of slavery. After a brief brainstorm, have students form small groups and share their responses. It's likely that most students will come up with ideas related to the Atlantic slave trade. Explain that the trans-Saharan slave trade was part of the trading networks in Africa that started long before the Atlantic slave trade.

Use a Venn diagram to compare trans-Saharan slave trade with the Atlantic slave trade. Based on the information in the Venn diagram, construct a claim and support it with evidence.

Have students assume the role of a journalist and write a newspaper article on the Kingdom of Ghana and trans-Saharan slavery.

Sample Assessments and Performance Tasks

Create a Venn diagram comparing the conditions and roles of slaves under the trans-Saharan slave trade with those under the Atlantic slave trade.

Which statement accurately describes the process of the trans-Saharan slave trade?

How did the trans-Saharan slave trade contribute to the development powerful African states?

Explain two effects of the trans-Saharan slave trade on both West and Central Africa and the receiving societies.

Explain why understanding the trans-Saharan slave trade is important to the study of the later trans-Atlantic slave trade.

Instructional Resources

The Trans-Saharan Slave Trade (OpenStax) - This chapter includes narrative, maps, and visuals on the Trans-Saharan Slave Trade.
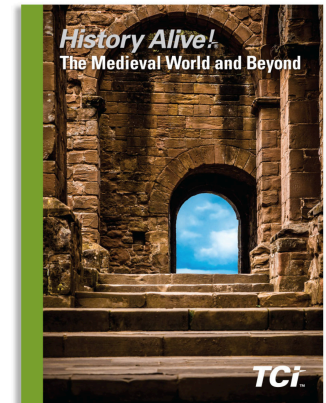
East Africa's Forgotten Slave Trade (DW) - This article summarize the history of the slave trade in East Africa.

Adopted Textbook Resources

***History Alive! 7th Grade (OH Edition)* - Digital**
***History Alive! The Medieval World and Beyond* (TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
    - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
    - Student Textbook: *The Medieval World and Beyond*: Lesson 22. Ghana: A West African Trading Empire

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lesson 22
    - Interactive Notebook: Lesson 22
    - Assessments: Lesson 22

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

Unpacked Standards / Clear Learning Targets

Learning Target 20a. Explain how trade leads to specialization and interdependence. Learning Target 20b. Analyze how distribution of resources leads to specialization and trade. *Economics Content Statement 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.*	**Essential Understanding** − Relationship between the availability of resources and specialization and trade **Extended Understanding** − Evaluate decisions to engage in free trade or create trade barriers	**Academic Vocabulary** **Tier 2** − Variability − Distribution **Tier 3** − Productive Resources − Specialization − Trade − Interdependence
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can explain how trade leads to specialization and interdependence. − The student can analyze how distribution of resources leads to specialization and trade. **Underpinning Knowledge Learning Targets:** − The student can define productive resources. − The student can give examples of productive resources. − The student can define specialization. − The student can define trade. − The student can define interdependence. **Underpinning Skills Learning Targets** − The student can use a map of natural resources to determine potential trade patterns. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between natural resources and trade. − The student can analyze the relationship between specialization and trade. − The student can analyze the relationship between trade and interdependence.	
6.EC.14 (Prior Grade Standard) When regions and/or countries specialize, global trade occurs.	**8.EC.24 (Future Grade Standard)** Governments can impact markets by means of spending, regulations, taxes and trade barriers.	

Content Elaborations

Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased.

Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence

Instructional Strategies

This standard should be incorporated into strategies used with Learning Target 8.

Sample Assessments and Performance Tasks

Look at the map below of natural resources. Based on the distribution of resources, which two countries would most likely engage in trade to meet their economic wants?

How does a lack of resources in a region contribute to specialization and trade?

Which statement explains a reason for specialization?

Explain one reason why nations engage in trade and one effect of trade on nations.

Why has global interdependence increased throughout history?
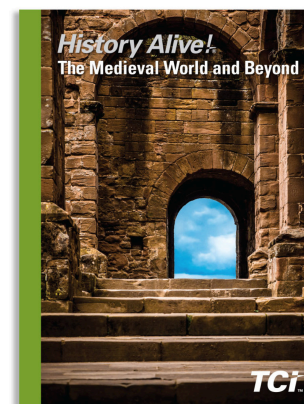
Instructional Resources

Benefits of Trade (EconEdLink) - video lesson with accompanying Kahoot quiz

Adopted Textbook Resources

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  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
  - Student Textbook: Lesson 22. Ghana: A West African Trading Empire

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lesson 22
  - Interactive Notebook: Lesson 22
  - Assessments: Lesson 22

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
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  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit

Unit 6. Imperial China and Medieval Japan

Unpacked Standards / Clear Learning Targets		
Learning Target 4a. Explain how the Mongol conquests led to unified states in China and Korea. **Learning Target 4b. Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.** *History Content Statement 4. The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.*	**Essential Understanding** – Impact of unification of China and Korea under Mongol rule vs. persistence of feudalism in Japan **Extended Understanding** – Long term impact of persistence of feudalism in Japan	**Academic Vocabulary** **Tier 2** – Explain – Influence **Tier 3** – Mongol – Feudal System – Insular and Isolated
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** – The student can explain how the Mongol conquests led to unified states in China and Korea. – The student can explain how the Mongol failure to conquer Japan allowed a feudal system to persist. **Underpinning Knowledge Learning Targets:** – The student can summarize the Mongol conquering of China and Korea in the 13th and 14th centuries. – The student can describe the effects of Mongol influence in China and Korea. – The student can trace the trade of porcelain and silk in Asia. – The student can discuss the failure of the Mongols to conquer Japan. – The student can cite the characteristics of the feudal system in Japan. The student can explain how Mongol unification strengthened trade in China. – The student can explain the relationship between the Mongols' failure to conquer Japan and the persistence of the feudal system in Japan. **Underpinning Reasoning Learning Targets:** – The student can analyze the long term impact of feudalism in Japan. – The student can analyze the reasons why feudalism led to a more insular and isolated Japan.	
6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**(Future Grade Standard)** N/A	

Content Elaborations

The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk.

Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries.

The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.

History Alive! Instructional Strategies

Lesson 25 - The Political Development of Imperial China

Preview: Students consider the type of person they would trust to make decisions on their behalf.

Experiential Exercise: Take on the roles of various members of government to debate which type of civil servants would be best to help the emperor govern.

Processing: Determine which method of selecting Chinese officials resulted in the best leaders. Create a sensory figure for that type of official.

Lesson 26 - China Develops a New Economy

Preview: Learn how to define and identify characteristics.

Visual Discovery - Analyze images of medieval China in order to learn about the changes that occurred in agriculture, commerce, and urbanization.

Processing: Create an advertisement promoting the aspect of society they believe most improved the economy of medieval China.

Lesson 27 - China's Contacts with the Outside World

Preview: Analyze the arguments for an open-door and for a closed-door policy.

Response Group: Consider the benefits and drawbacks of foreign contact during three Chinese dynasties.

Processing: Write a proclamation from a Ming emperor regarding foreign contact.

Lesson 28 - The Influence of Neighboring Cultures on Japan

Preview: Examine a list of items to decide if they are native to the United States or if they originated somewhere else.

Social Studies Skill Builder: Play a matching game to connect cultural aspects of Japan to their country of origin.

Processing: Write a letter, as a visitor to Japan from a neighboring Asian country.

Lesson 29 - The Rise of the Warrior Class in Japan

Preview: Students complete a checklist of skills they believe American soldiers should learn.

Experiential Exercise: Learn about the training of samurai by enacting a visit to a samurai school.

Processing: Create a class schedule for a young person who is new to samurai training.

Supplemental Instructional Strategies

Use the animated .gif file from Wikimedia here to show the rapid spread of the Mongol Empire. This map shows the Mongol Empire superimposed over a modern-day map of the Eastern hemisphere. Have students use Asia and Europe maps from a world atlas to identify the present-day countries that were part of the Mongol Empire.

As a class, view the TEDed video "The rise and fall of the Mongol Empire." Review the key ideas using the "Think" questions. Then, ask students how the Mongol Empire is similar to or different from the Roman Empire.

Use the primary source, "An Imperial Edict Restraining Officials from Evil" to analyze how Hongwu worked to unite China after the overthrow of the Mongols. Discuss: How do rulers communicate with their subjects and officials to maintain order and control of their empire? See discussion guide and sample response.

Introduce feudalism in Japan through a discussion of the concept of loyalty. Ask students to define loyalty and give examples from their life. Describe a situation in which it is important for someone to be loyal.

Use a Venn diagram to compare characteristics of feudalism in Europe and Japan. Based on the information in the Venn diagram, construct a claim about feudalism in these two regions and support it with evidence.

Create a character sketch of a samurai warrior. On a simple drawing or stick figure, have students identify the thoughts (head), beliefs/values (heart), actions (hands/feet) of the samurai. As a class, discuss how these character traits led to the samurai becoming powerful. What is the long-term impact of samurai culture?

Have students research the Japanese leader Toyotomi Hideyoshi. Create a chart to summarize his major accomplishments. Based on this information, write a speech, poem, or eulogy celebrating his most significant achievements.

Sample Assessments and Performance Tasks

How did the Mongols' rule strengthen trade in China?

Which statement explains how Mongol influence unified states in China and Korea?

On a map, trace the route of the Silk Road and label the products that were traded among civilizations.

Create a Venn diagram comparing China and Japan in the 13th and 14th centuries. What accounts for the differences in these civilizations?

Which choice below is an accurate description of feudalism in Japan?

Feudalism persisted in Japan throughout the Middle Ages and Early Modern Era. Why did feudalism persist in Japan and not in other parts of Asia? What was a long term effect of feudalism in Asia?

Supplemental Instructional Resources

The Silk Routes of the Mongols (UNESCO) - The article summarizes the Mongol influence as a result of trade along the Silk Road.

Mongol Empire Builders: Fiends from Hell or Culture Brokers? 1200 - 1400 CE (World History for Us All) - In this lesson students examine the Mongols' rise to power and its consequences.

The Rise and Fall of the Mongols (TEDEd) - Customizable video lesson on the rise and fall of the Mongols; includes guided questions and discussion prompts

Genghis Khan and the Mongol Empire (Khan Academy) - video lesson on Mongol Empire in the 13th century

Medieval Japan (Khan Academy) - video lesson on Shoguns, samurai and the Japanese Middle Ages

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
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  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
  - Student Textbook: Lesson 25. The Political Development of Imperial China; Lesson 27. China's Contacts with the Outside World; Lesson 28. The Influence of Neighboring Cultures on Japan; Lesson 29. The Rise of the Warrior Class in Japan

- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lessons 25, 27, 28, 29
  - Interactive Notebook: Lessons 25, 27, 28, 29
  - Response Group: Lesson 27, Benefits and Drawbacks of Foreign Contacts
  - Processing: Lesson 27, Proclamation from Ming Emperor Regarding Foreign Contact
  - Experiential Exercise: Lesson 29, Samurai School Visit
  - Assessments: Lessons 25, 27, 28, 29

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
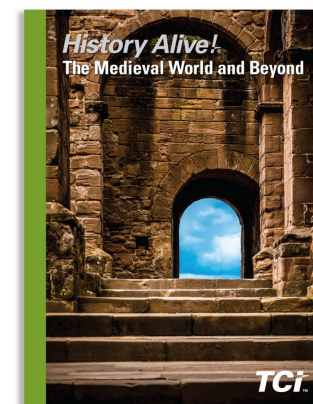
Unpacked Standards / Clear Learning Targets		
Learning Target 8b. Describe how empires in Asia grew as commercial and cultural centers along trade routes. *History Content Statement 8. Empires in Africa and Asia grew as commercial and cultural centers along trade routes.*	**Essential Understanding** – Growth of commercial and cultural centers along trade routes in Asia **Extended Understanding** – Long impact of cultural diffusion in the Eastern Hemisphere	**Academic Vocabulary** **Tier 3** – Empires – Commercial – Cultural Development – Cultural Centers – Trade Routes
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** – The student can describe how empires in Asia grew as commercial and cultural centers along trade routes. **Underpinning Knowledge Learning Targets:** – The student can list important commercial centers in Asia. – The student can identify trade routes in Asia. **Underpinning Skills Learning Targets:** – The student can trace trade routes in Asia on a map. **Underpinning Reasoning Learning Targets:** – The student can analyze the impact of trade routes on cultural development.	
6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**(Future Grade Standard)** N/A	

Content Elaborations

Important commercial and cultural centers also developed in Asia. The Byzantine Empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of Eastern Europe.

The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route. China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.

Supplemental Instructional Strategies

Use a K-W-L (Know, What to Know, Learned) chart to introduce students to the study of Asian civilizations. Complete the K and W columns at the beginning of the unit, and the L column at the end of the unit.

Create a multiple-tier timeline (paper or multimedia) showing African and Asian civilizations and empires in the Middle Ages. Timelines can include images, maps, and text narrative. They should discuss the social, cultural, political, and economic characteristics of civilizations and empires.

Career Connection - Students will research careers in international business and trade. Students will compare the methods and products involved in international trade today with those used in the Medieval world.

Sample Assessments and Performance Tasks

On the map below, label two trade routes in Asia. How did these routes contribute to the growth of commercial centers in Asia?

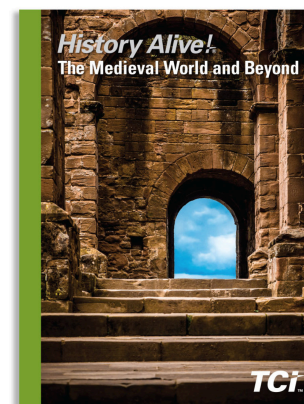Which statement reflects the impact of the Silk Road?

Imagine you are a trader along the Silk Road. Write a diary entry describing your travel route, what cities you encounter, and what products are being traded. Why are you willing to take such a risky adventure? What are the benefits of being a Silk Road trader?

Adopted Textbook Resources

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- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
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    - Student Textbook: Lesson 26. China Develops a New Economy

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lesson 26
    - Interactive Notebook: Lesson 26
    - Preview: Lesson 26
    - Processing: Lesson 26
    - Assessments: Lesson 26

- Digital TCI Program Support (access through CCS Classlink Launchpad)
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    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

Unpacked Standards / Clear Learning Targets

Learning Target 20a. Explain how trade leads to specialization and interdependence. **Learning Target 20b. Analyze how distribution of resources leads to specialization and trade.** *Economics Content Statement 20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.*	**Essential Understanding** − Relationship between the availability of resources and specialization and trade **Extended Understanding** − Evaluate decisions to engage in free trade or create trade barriers	**Academic Vocabulary** **Tier 2** − Variability − Distribution **Tier 3** − Productive Resources − Specialization − Trade − Interdependence
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can explain how trade leads to specialization and interdependence. − The student can analyze how distribution of resources leads to specialization and trade. **Underpinning Knowledge Learning Targets:** − The student can define productive resources. − The student can give examples of productive resources. − The student can define specialization. − The student can define trade. − The student can define interdependence. **Underpinning Skills Learning Targets** − The student can use a map of natural resources to determine potential trade patterns. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between natural resources and trade. − The student can analyze the relationship between specialization and trade. − The student can analyze the relationship between trade and interdependence.	

6.EC.14 (Prior Grade Standard) When regions and/or countries specialize, global trade occurs.	**8.EC.24 (Future Grade Standard)** Governments can impact markets by means of spending, regulations, taxes and trade barriers.

Content Elaborations

Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased.

Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence

Instructional Strategies

This standard should be incorporated into strategies used with Learning Target 8.

Sample Assessments and Performance Tasks

Look at the map below of natural resources. Based on the distribution of resources, which two countries would most likely engage in trade to meet their economic wants?

How does a lack of resources in a region contribute to specialization and trade?

Which statement explains a reason for specialization?

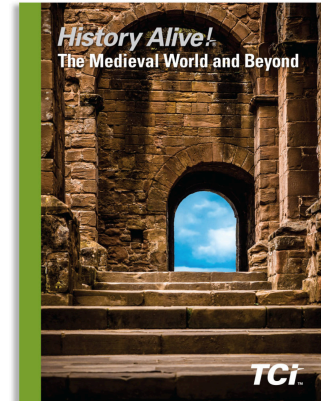Explain one reason why nations engage in trade and one effect of trade on nations.

Why has global interdependence increased throughout history?

Adopted Textbook Resources

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- Digital Teacher Resources (access through CCS Classlink Launchpad)
  - Lesson Guide: Lesson 26
  - Interactive Notebook: Lesson 26
  - Assessments: Lesson 26

- Digital TCI Program Support (access through CCS Classlink Launchpad)
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit

Unpacked Standards / Clear Learning Targets		
Learning Target 21a. Explain how the growth of cities and empires fostered the growth of markets. **Learning Target 21b. Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.** *Economics Content Statement 21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.*	**Essential Understanding** − Relationship among growth of cities and empires and growth of markets, specialization and monetary economies **Extended Understanding** − Analysis of trade issues in the modern global economy	**Academic Vocabulary** − Markets − Demand − Specialization − Barter − Monetary Economy
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can explain how the growth of cities and empires fostered the growth of markets. − The student can describe how market exchanges encouraged specialization and the transition from barter to monetary economies. **Underpinning Knowledge Learning Targets:** − The student can define market. − The student can explain market exchanges. − The student can define specialization. − The student can define barter economy. − The student can define monetary economy. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between growth of cities and growth of markets. − The student can analyze the relationship between market exchanges and specialization. − The student can compare barter and monetary economies. − The student can analyze the relationship between market exchanges and the transition to monetary economies.	
6.EC.15 (Prior Grade Standard) The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.	**8.EC.14 (Future Grade Standard)** When regions and/or countries specialize, global trade occurs.	

Content Elaborations

Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.

Consequently, the growth of markets encouraged specialization and advanced a more efficient system for the exchange of goods and services. The barter system limited market exchanges, so money-based systems were created.

Instructional Strategies

Conduct an experiential learning bartering activity. Assign one empire to each group of students and role play trade of items.

Create a role play of market trading. Use representative items for money, technology and religion. Organize students into villages with differing resources and in different geographic locations. Have students engage in trade (one trader per village at a time) with the goal of fulfilling the basics of food, clothing and shelter, then trade for luxuries.

Connect with Content Statement 8 (growth of empires along trade routes), Content Statement 9 (Trans-Saharan trade and the city of Timbuktu), Content Statement 10 (European economic growth) and Content Statement 14 (growth of trade routes).

Sample Assessments and Performance Tasks

Which statement explains why the growth of cities led to the growth of markets?

How did the growth markets encourage specialization?

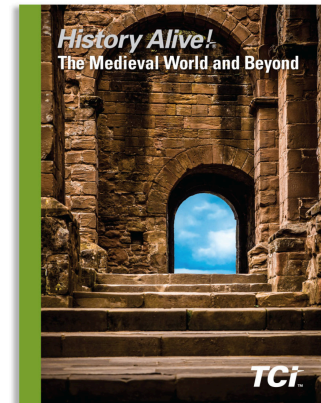What statement reflects the definition of a monetary economy?

Create a Venn diagram comparing the barter system and monetary economy system.

COLUMBUS CITY SCHOOLS

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
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- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
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    - Lesson Guide: Lesson 26
    - Interactive Notebook: Lesson 26
    - Assessments: Lesson 26

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Unit 7. Europe's Renaissance and Reformation

Unpacked Standards / Clear Learning Targets

Learning Target 6. Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes. *History Content Statement 6. The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.*	**Essential Understanding** − Changes in Europe that resulted from new ideas in the Renaissance **Extended Understanding** − Connections among the Renaissance, Reformation, Scientific Revolution, and Enlightenment	**Academic Vocabulary** **Tier 2** − Analyze **Tier 3** − Revolutionary − Renaissance − Greco-Roman − Transformed − Social Change

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes. **Underpinning Knowledge Learning Targets:** − The student can define Renaissance. − The student can cite revolutionary ideas in the Renaissance. − The student can describe characteristics of Greco-Roman civilization. − The student can explain cultural, scientific, and social changes during the Renaissance. − The student can describe the new scientific theories about the earth and its place in the universe. **Underpinning Skills Learning Targets:** − The student can place eras and events on a timeline from Ancient Greece and Rome to the Renaissance. **Underpinning Reasoning Learning Targets:** − The student can analyze ways the Renaissance reflected a rebirth of Greco-Roman ideas. − The student can analyze ways the social changes that took place during the Renaissance transformed Europe.

(Prior Grade Standard) N/A	**9.HI.6-7 (Future Grade Standard)** Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

Content Elaborations

The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.

Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.

History Alive! Instructional Strategies

Lesson 30 - The Renaissance Begins

Preview: Analyze a visual metaphor for the Renaissance.

Visual Discovery: Analyze images to explore various aspects of society that contributed to the rise of the Renaissance.

Processing: Re-examine the visual metaphor from the Preview activity and write an explanation of its meaning.

Lesson 31 - Florence: The Cradle of the Renaissance

Preview: analyze an image of Florence, Italy.

Experiential Exercise: Take a "tour" of Florence, learning about various aspects of the Renaissance.

Processing: Create a scrapbook page that describes Renaissance Florence.

Lesson 32 - Leading Figures of the Renaissance

Preview: Choose someone you think has been influential in the time since 1900 and discuss that person's talents and achievements.

Response Group: Read and learn about the lives and achievements of prominent Renaissance figures.

Processing: make a seating plan for a dinner party, which all ten leading Renaissance figures will attend.

Supplemental Instructional Strategies

Create a cause and effect graphic organizer to analyze causes and effects of the Renaissance. The organizer should include both underlying and immediate causes, and immediate and long-term effects. Use the information in the organizer and additional resources to create a multimedia timeline or presentation.

Choose a few works of Renaissance art to facilitate an interactive slide lecture/discussion. While displaying the art, ask a series of spiral questions from basic (what do you see?) to complex (what does this tell us about the historical period?). To facilitate a detailed view of the artwork, use a cropping tool to divide the image into quadrants and have students view each quadrant separately.

Have students analyze a series of Renaissance artworks using a "gallery walk" format. Around the room, create stations with examples of Renaissance art. Working in pairs, students can rotate to the stations and complete the Analyze Artwork graphic organizer from the National Archives. After students have visited several stations, conduct a whole discussion about common themes in Renaissance art.

Have students write a letter to a relative or diary entry from the perspective of someone living in an Italian city-state during the Renaissance. Writings should describe the changes they see in arts, literature, and education.

Have students research the life and work of Leonardo da Vinci. Based on this research, write a claim and support it with evidence on the following question: How did da Vinci demonstrate the idea of a Renaissance Man? Write a gravestone epitaph or eulogy for da Vinci.

Create a slide presentation or Google Map multimedia tour of museums that relate to the Renaissance (e.g., Palace of Versailles, Louvre, British Museum of Art).

Sample Assessments and Performance Tasks

Examine the Renaissance paintings below. How do these works of art show the influence of Greco-Roman ideas during the Renaissance?

Research an influential person from the Renaissance. Write an essay or create a multimedia presentation showing why this individual's achievements were important to the Renaissance and contributed to social change in Europe.

Create a timeline of key developments and important works of art and literature during the Renaissance. For each timeline entry, explain how the development helped transform European society.

Why did the scientific theories of the Renaissance challenge the authority of the Roman Catholic Church?

Decide which of the statements below reflect effects of the Renaissance and move the boxes to the graphic organizer.

Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Medieval World and Beyond **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
    Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s
    - Student Textbook: Lesson 30. The Renaissance Begins; Lesson 31. Florence: The Cradle of the Renaissance; Lesson 32. Leading Figures of the Renaissance

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lessons 30, 31, 32
    - Interactive Notebook: Lessons 30, 31, 32
    - Preview: Lesson 30, Visual Metaphor for the Renaissance
    - Visual Discovery: Lesson 30, Rise of the Renaissance Images
    - Processing: Lesson 30, Re-examine the Visual Metaphor; Lesson 31, Renaissance Florence Scrapbook
    - Experiential Exercise: Lesson 31, Tour of Renaissance Florence
    - Response Group: Lesson 32, Lives and Achievements of Renaissance Figures
    - Assessments: Lesson 30, 31, 23

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit
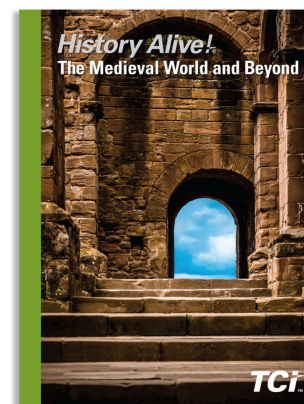
Supplemental Instructional Resources

From Middle Ages to Renaissance (Literacy Design Collaborative) - The purpose of this module is for students to understand the key factors that contributed to the shift from one major historical period to another. Students will read a common set of texts to gain an overview of some of these factors and then will choose one factor to research in more depth.

Renaissance Documents - (Share My Lesson) - Document excerpts and questions on the Renaissance

Did the Printing Press Preserve the Past or Invent the Future? (C3 Teachers) - This inquiry leads students through an investigation of the impacts of the printing press by examining its utility in society, both as an instrument to preserve cultural products of the past and as an agent of change.

Recovering the Golden Age (National Gallery of Art) - This unit explores the significance of ancient Roman artifacts for Italian painters of the fifteenth and early sixteenth centuries.

Unpacked Standards / Clear Learning Targets		
Learning Target 7. Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church. *History Content Statement 7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.*	**Essential Understanding** – Impact of the Reformation on influence of the Roman Catholic Church **Extended Understanding** – Long term impact of the Protestant Reformation	**Academic Vocabulary** **Tier 2** – Decline **Tier 3** – Protestant – Reformation – Roman Catholic Church – Political Power – Social Influence
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** – The student can analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church. **Underpinning Knowledge Learning Targets:** – The student can describe the origins of the Protestant Reformation. – The student can cite complaints against the Roman Catholic Church by Protestant groups. – The student can explain the Roman Catholic Church's response to reform efforts. – The student can identify Protestant groups that began in Europe during the Reformation. – The student can describe ways in which the power of the Roman Catholic Church declined. **Underpinning Skills Learning Targets:** – The student can trace the spread of Protestantism on a map of Europe. – The student can place events on a timeline from the Renaissance, Reformation, and Counter-Reformation. **Underpinning Reasoning Learning Targets:** – The student can analyze the relationship between the Renaissance and Reformation. – The student can analyze the relationship between the Reformation and the decline of the power of the Roman Catholic Church.	
(Prior Grade Standard) N/A	**9.HI.6 (Future Grade Standard)** Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.	

Content Elaborations

The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.

The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g. use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led to the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).

History Alive! Instructional Strategies

Lesson 33 - The Reformation Begins

Preview: Students are led to believe they can purchase academic points. This allows them to make comparisons to the Catholic Church's practice of selling indulgences in the Late Middle Ages.

Visual Discovery: Explore the main ideas and key individuals of the Reformation.

Processing: Draw facial features for six people involved with or affected by the Reformation. They then write about how each might feel about the need for reform.

Lesson 34 - The Spread and Impact of the Reformation

Preview: Students examine the different branches of Christianity.

Social Studies Skill Builder: Explore the causes and effects of the Reformation and summarize the content covered in this lesson using illustrations and annotations.

Processing: Complete a Venn diagram to compare and contrast aspects of Catholicism and Protestantism during the Reformation.

Supplemental Instructional Strategies

Introduce the Protestant Reformation by asking students: What is an issue at school or in your community that you might protest? What actions might you take to protest? Do you think there would be consequences for your actions? What happens in countries where citizens do not have a right to speak their mind? What kinds of consequences do they face for protesting?

Use close reading to examine excerpts from the 95 Theses. Discuss Luther's major arguments against indulgences.

Have students view this 19th century painting of Martin Luther fastening his 95 theses on the door of All Saints Church, surrounded by members of the upper class. Have students write thought bubbles for the individuals shown in the painting. Recreate the scene as a class and have students act-out a dialogue that might have taken place. This is also a good point to remind students of the difference between primary and secondary sources. This painting was created centuries after the Reformation and does not reflect actual events at the time.

Use a Framed Plot Chart (Somebody -- Wanted -- But -- So) to summarize Luther's goals and the Catholic Church's response to his actions.

Create a cause and effect graphic organizer to analyze causes and effects of the Protestant Reformation. The organizer should include both underlying and immediate causes, and immediate and long-term effects. Use the information in the organizer and additional resources to create a multimedia timeline or presentation.

Use a Venn diagram to compare characteristics of the Renaissance and the Reformation. Based on the information in the Venn diagram, construct a claim and support it with evidence.

Sample Assessments and Performance Tasks

How did the Renaissance help lead to the Reformation?

Read the excerpt below from Martin Luther's 95 Theses. What complaints does Martin Luther have against the Roman Catholic Church?

Read the excerpt below from the Council of Trent. How did the Roman Catholic Church respond to calls for reform of policies and doctrines?

Decide which groups below were formed as part of the Protestant Reformation. Move the correct boxes to the graphic organizer.

On a map of Europe (circa 1555), use a different color for each religious group and color the map accordingly. How does this shading demonstrate the decline in the political power of the Roman Catholic Church?

Explain two ways in which the political power and social influence of the Roman Catholic Church declined as a result of the Reformation.

Create a timeline showing important people and events from the Renaissance, Reformation, and Counter Reformation.
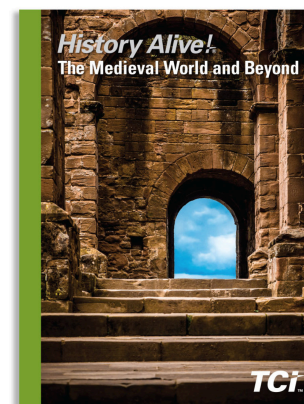
Adopted Textbook Resources

History Alive! 7th Grade (OH Edition) **- Digital**
History Alive! The Medieval World and Beyond **(TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
    Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s
    ○ Student Textbook: Lesson 33. The Reformation Begins, Lesson 34. The Spread and Impact of the Reformation

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    ○ Lesson Guide: Lessons 33, 34
    ○ Interactive Notebook: Lessons 33, 34
    ○ Preview: Lesson 33, Selling Indulgences Comparisons
    ○ Visual Discovery: Lesson 33, Main Ideas and Key Individuals of the Reformation
    ○ Social Studies Skill Builder: Lesson 34, Causes and Effects of the Reformation
    ○ Processing: Lesson 33, Facial Features for Six People of the Reformation
    ○ Processing: Lesson 34, Venn Diagram on Catholicism and Protestantism
    ○ Assessments: Lessons 33, 34

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    ○ ELA/ELD Connections: Reading Skills
    ○ ELA/ELD Connections: Writing Skills
    ○ ELA/ELD Connections: Vocabulary Skills
    ○ Cooperative, Inclusive Classroom
    ○ Critical Thinking Skills Toolkit
    ○ Citizenship Toolkit

Supplemental Instructional Resources

Martin Luther (Digital Inquiry Group) - This lesson features two sources attributed to Luther. Students compare the documents and consider how to weigh contrasting accounts of history written by the same person.

The Protestant Reformation (World History for Us All) - Five lessons on the vocabulary and leaders of the Protestant Reformation, 1300-1570

The Protestant Reformation (Khan Academy) - Video lesson with readings and practice questions on the Protestant Reformation and Counter-Reformation

The Protestant Reformation (National Geographic) - Article summarizing the Protestant Reformation, available on multiple reading levels

Unpacked Standards / Clear Learning Targets		
Learning Target 15. Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world. *Geography Content Statement 15. Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.*	**Essential Understanding** − How improvements in technology have led to cultural diffusion **Extended Understanding** − Evaluating the positive and negative impact of cultural diffusion	**Academic Vocabulary** **Tier 2** − Improvements − Facilitated **Tier 3** − Transportation − Communication − Technology − Cultural Diffusion
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world. **Underpinning Knowledge Learning Targets:** − The student can define cultural diffusion. − The student can describe reasons why cultural diffusion has increased over time. − The student can give examples of improvements in transportation technology. − The student can give examples of improvements in communication technology. − The student can describe the effects of improvements in transportation technology. − The student can describe the effects of improvements in communication technology. **Underpinning Skills Learning Targets:** − The student can use a map to trace the spread of technology and cultural diffusion.	
6.GE.7 (Prior Grade Standard) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.	**(Future Grade Standard)** N/A	

Content Elaborations

Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.

Examples of cultural diffusion include:
- the roads built by the Romans allowed for the spread of Christianity;
- the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands;
- the inventions of paper and the printing press both led to mass production of maps, pamphlets and books; and
- the printing of the Bible hastened the Protestant Reformation.

Instructional Strategies

Help students understand cultural diffusion using an analogy between the Internet and a historical event (e.g., the Silk Road, Crusades, Printing Press) as a way of spreading ideas. Students can compare how the Internet and the historical event had similar, yet different effects. Students can compare how long it took to spread new ideas during the era of the historical event vs. today's sharing of ideas using the Internet.

Career Connection: Students research, write about, and discuss how technology has changed the way people work throughout history. What new career opportunities have developed from technological advancements in recent years?

Sample Assessments and Performance Tasks

Which statement below best describes cultural diffusion?

Give two examples of improvements in transportation and communication technology. Explain how each improvement facilitated cultural diffusion.

Select the factors from the list below that have increased cultural diffusion throughout history.

How did the invention of the printing press contribute to cultural diffusion?

Instructional Resources

Gutenberg and the Printing Revolution in Europe (Constitutional Rights Foundation) - This article summarizes the impact of the printing press and its role in the Protestant Reformation

Adopted Textbook Resources

***History Alive! 7th Grade (OH Edition)* - Digital**
***History Alive! The Medieval World and Beyond* (TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
  - *Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s*
    - Student Textbook: *The Medieval World and Beyond*: Lesson 34. The Spread and Impact of the Reformation

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lesson 34
    - Interactive Notebook: Lesson 34
    - Assessments: Lesson 34

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

COLUMBUS CITY SCHOOLS
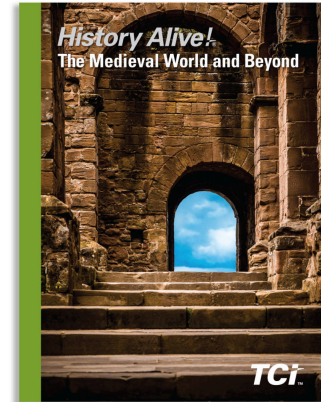
Unpacked Standards / Clear Learning Targets

Learning Target 10a. Analyze the impact of European explorations, conquest, and colonization on indigenous people. **Learning Target 10b. Analyze the impact of explorations, conquests, and colonization on European nations.** *History Content Statement 10. European economic and cultural influence dramatically increased through explorations, conquests, and colonization.*	**Essential Understanding** − Spread of European influence through exploration and colonization **Extended Understanding** − Long term impact of European control on colonized territories	**Academic Vocabulary** **Tier 3** − Economic − Cultural − Exploration − Conquest − Colonization − Imperialism − Mercantilism

Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can analyze the impact of European explorations, conquest, and colonization on indigenous people. − The student can analyze the impact of explorations, conquests, and colonization on European nations. **Underpinning Knowledge Learning Targets:** − The student can list new territories gained by European countries. − The student can describe the economic benefits to European countries of exploration, conquest, and colonization. − The student can explain how Europeans transformed the cultures of new territories. − The student can discuss changes in government, religion, language, technology and culture in new European territories. **Underpinning Skills Learning Targets:** − The student can use a map to trace the exploration, conquests, and colonization of European powers in the Americas, Africa, and Asia on a map.

(Prior Grade Standard) N/A	**8.HI.2 (Future Grade Standard)** North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Content Elaborations

Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.

The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.

History Alive! Instructional Strategies

Lesson 35 - The Age of Exploration

Preview: Identify motives behind exploration by considering U.S. space exploration.

Experiential Exercise: Explore "territories" set up around the classroom to experience the challenges, dangers, and rewards of exploration.

Processing: Identify the positive and negative effects of European exploration.

Reading Further: Analyze a primary source about the effects of Spanish colonization and consider how the piece informs and persuades. They then write a blog entry that similarly aims to inform and persuade.

Supplemental Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack key terms for the learning target: imperialism, colonization, mercantilism. In the Concept of Definition Map, students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?).

Introduce European exploration and colonization with an anticipation guide. Anticipation guides ask students to express an opinion about ideas before they encounter the topic. Before the lesson, have students indicate whether they Strongly Agree, Agree, Disagree, or Strong Disagree with a series of statements about European exploration and colonization. Possible statements include:
1. European nations had a right to establish colonies around the world.
2. All people have the right to self-government.
3. European exploration and colonization brought more harm than benefit to colonized nations.
4. Europeans and Native Americans could have lived peacefully with one another.

Create a cause and effect graphic organizer to analyze causes and effects of European imperialism in the Americas, Africa, and Asia. The causes should include both underlying and immediate causes, and the effects should show both immediate and long-term effects.

In the Philosophical Chairs strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion. Conduct a philosophical chairs activity on European vs. Native American perspectives on European exploration.

Sample Assessments and Performance Tasks

Which statement shows how European countries benefited economically from gaining new territories?

Explain four effects of European exploration and colonization on the people living in the territories that were colonized or conquered by European countries.

How did European exploration and colonization impact the culture of the territories controlled by Europe?

On the map below, label the areas that were colonized by European powers. Use a different color for each European power and shade in the territories that were colonized.
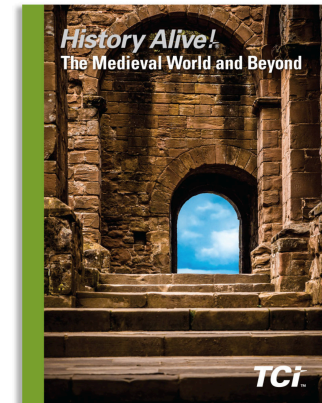
Imagine you are living in a territory taken over by a European power. Write a letter or speech on how you feel about European control. Discuss how your way of life, government, and economy has changed since the Europeans took control.

Adopted Textbook Resources

***History Alive! 7th Grade (OH Edition)* - Digital**
***History Alive! The Medieval World and Beyond* (TCI) - Hard Copy**

- Hard Copy (class set) and Digital (access through CCS Classlink Launchpad)
    Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s
    - Student Textbook: *The Medieval World and Beyond*: Lesson 35. The Age of Exploration

- Digital Teacher Resources (access through CCS Classlink Launchpad)
    - Lesson Guide: Lesson 35
    - Interactive Notebook: Lesson 35
    - Preview: Lesson 35, Motives by Exploration
    - Experiential Exercise: Lesson 35, Explore Territories around the Classroom
    - Processing: Lesson 35, Positive and Negative Effects of European Exploration
    - Reading Further: Lesson 35, Primary Source about the Effects of Spanish Colonization
    - Assessments: Lesson 35

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

Instructional Resources

Atahualpa and the Bible (Digital Inquiry Group) - In this Opening Up the Textbook (OUT) lesson plan, students read a textbook account of meeting between Atahualpa, emperor of the Inca Empire, and Francisco Pizarro, Spanish conquistador, followed by two primary sources to answer this question: Did Atahualpa hold the Bible to his ear?

Moctezuma and Cortes (Digital Inquiry Group) - In this lesson, students read from two 16th century sources and one contemporary historian's interpretation of the event to answer the question: What happened when Moctezuma met Cortés?

Spheres of Interaction in the Americas (World History for Us All) - In this unit, students will learn that by Big Era Five (300-1500 CE) indigenous peoples of the Americas had developed extensive networks of trade and exchange.

Unpacked Standards / Clear Learning Targets

| Learning Target 11. Explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.

History Content Statement 11. The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today. | **Essential Understanding**
– How the Columbian Exchange connected Europe and the Americas

Extended Understanding
– Long term impact of the Columbian Exchange | **Academic Vocabulary**
Tier 2
– Explain
– Reshaped

Tier 3
– Columbian Exchange
– Fauna
– Flora
– Pathogens
– Culturally
– Biologically |

| **Ultimate Learning Target Type: Knowledge** | **Broad Learning Target:**
– The student can explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.

Underpinning Knowledge Learning Targets:
– The student can cite products that Europeans introduced to the Americas in the Columbian Exchange.
– The student can cite products that American Indians introduced to Europeans in the Columbian Exchange.
– The student can explain practices today that reflect the influence of the Columbian Exchange.

Underpinning Skills Learning Targets:
– The student can use a map to trace the exchange of products in the Columbian Exchange on a map.

Underpinning Reasoning Learning Targets:
– The student can analyze how American Indian and European cultures adapted to exchanges.
– The student can analyze the global impact of the Columbian Exchange culturally and biologically. |

| **(Prior Grade Standard)**
N/A | **8.HI.2 (Future Grade Standard)**
North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons. |

Content Elaborations

The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.

Specific examples of the Columbian exchange include:
- animals native to Europe: horses, pigs, sheep, cattle, and honeybees;
- animals native to the Americas: turkeys;
- crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane;
- crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and
- communicable diseases: measles, small pox.

Instructional Strategies

Create a graphic organizer to show the Columbian Exchange. Add images to show examples of products moving both directions.

Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Use the jigsaw strategy to have students share their research.

Create a poster or multimedia presentation showing how the impact of the Columbian Exchange is evident in the world today.

Write a letter to the editor or social media post on whether cities should keep up or take down statues of Christopher Columbus. Use evidence from the historical period to evaluate Columbus's actions and whether he should be admired or condemned for his actions.

Career Connection - Students will research careers in agricultural production. Students will determine ways in which modern day agriculture in the United States was influenced by the products from the Columbian Exchange.

Sample Assessments and Performance Tasks

The products shown below were part of the Columbian Exchange. Decide in which direction the products were traded and move the boxes to the correct place on the map.

Give two examples of animals that were introduced to the Americas in the Columbian Exchange.

Give two examples of foodstuffs that were introduced to the Americas in the Columbian Exchange.

Give two examples of animals that American Indians introduced to Europeans in the Columbian Exchange.

Give two examples of foodstuffs that American Indians introduced to Europeans in the Columbian Exchange.

Which statement shows how cultures in both continents adapted to the exchanges made in the Columbian Exchange?

Which is a negative impact of the Columbian Exchange?

Write a position statement on whether the Columbian Exchange was more beneficial or harmful to the world. Support your claim with evidence and reasoning.

Instructional Resources

The Columbian Exchange (EconEdLink) - In this lesson, students learn that the Columbian Exchange resulted in an enormous exchange of goods, resources, and institutions between the Old World and the New World.

The Columbian Exchange and Its Consequences (World History for Us All) - Students will explain the consequences for global trade of linking America and Afroeurasia with each other.

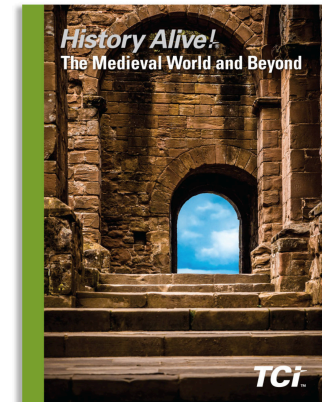The Columbian Exchange (Khan Academy) - video lesson on the transformation of the Old World and New World

The Disastrous Effects of Increased Global Interactions (World History OER Project) - This article summarizes the effects of increased global networks in the 1500, including the slaving system and sharp decline in indigenous populations.

Adopted Textbook Resources

***History Alive! 7th Grade (OH Edition)* - Digital**
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    Lesson #s refer to digital lessons; see textbook table of contents for hard copy lesson #s
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    - Interactive Notebook: Lesson 35
    - Preview: Lesson 35, Motives by Exploration
    - Experiential Exercise: Lesson 35, Explore Territories around the Classroom
    - Processing: Lesson 35, Positive and Negative Effects of European Exploration
    - Reading Further: Lesson 35, Primary Source about the Effects of Spanish Colonization
    - Assessments: Lesson 35

- Digital TCI Program Support (access through CCS Classlink Launchpad)
    - ELA/ELD Connections: Reading Skills
    - ELA/ELD Connections: Writing Skills
    - ELA/ELD Connections: Vocabulary Skills
    - Cooperative, Inclusive Classroom
    - Critical Thinking Skills Toolkit
    - Citizenship Toolkit

Unit 8. Economics and Financial Literacy

Unpacked Standards / Clear Learning Targets		
Learning Target 19a. Explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions. **Learning Target 19b. Describe how cost-benefit analysis of an action consists of short- and long-term consequences.** *Economics Learning Target 19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.*	**Essential Understanding** − Cost-Benefit analysis in economic decision-making **Extended Understanding** − Applying cost-benefit analyze to personal decision-making	**Academic Vocabulary** **Tier 2** − Explain − Analyze − Describe − Potential **Tier 3** − Costs − Benefits − Cost-Benefit Analysis
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions. − The student can describe how cost-benefit analysis of an action consists of short- and long-term consequences. **Underpinning Knowledge Learning Targets:** − The student can define economic costs. − The student can define economic benefits. − The student can describe situations in which cost-benefit analysis is important. **Underpinning Reasoning Learning Targets:** − The student can make inferences about the potential economic benefits of a given action. − The student can make inferences about the potential economic costs of a given action. − The student can apply cost-benefit analysis to making an informed economic decision.	
6.EC.12 (Prior Grade Standard) The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	**8.EC.22 (Future Grade Standard)** Choices made by individuals, businesses and governments have both present and future consequences.	

Content Elaborations

Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs with the benefits. The desired choice is when the benefits of a decision exceed the costs. This decision-making process is referred to as cost-benefit analysis.

For example, individuals weigh the potential costs and benefits of purchasing expensive products or attending college. Governments do the same when making economic decisions such as erecting public buildings or funding military actions. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands. Businesses determine the potential costs and benefits of activities such as investing in research and development, expanding or changing production.

Instructional Strategies

Have students make a flowchart showing the process for making decisions. Students should think of an example of a purchasing decision that people typically face. Under each step of the decision making process, students should write a sentence describing what that step might look like with regards to the specific purchasing decision they identified (e.g., what information might be gathered, what are the different options to purchase [brands, types, models, etc.]).

Imagine you are a member of a national legislature. Your country is faced with a decision of whether or not to go to war against a neighboring nation that has been trying to claim parcels of land in your country for many decades. What are the potential costs and benefits of taking military action against another country? Write a short speech explaining why you believe the costs outweigh the benefits or the benefits outweigh the costs.

Review historical examples from the course to have students identify a situation in which governments made a cost-benefit analysis. Have students create a two-column chart to show the costs and benefits of a specific historical event or pattern.

Career Connection - Students will research a career path of interest and weigh the costs and benefits of potential career paths. Students should consider the costs of training (college or technical school) and the potential benefits (income, job satisfaction).

Sample Assessments and Performance Tasks

Which statement shows a potential cost of purchasing a new home?

Which statement shows a potential benefit of purchasing a new home?

The boxes below show potential costs and benefits of colonizing new territory. Sort the boxes into the correct columns on the chart.

In terms of costs and benefits, why did many early civilizations engage in trade?

Create a two-column chart and analyze the potential costs and benefits of the following economic issue, _____.

Instructional Resources

Economics (PBS Learning Media) - This website includes collections of videos, lessons, and interactives on economics topics.

Costs and Benefits of Beans' Decisions (EconEdLink) - In this economics lesson, students will make decisions using a cost-benefit analysis.

Decision Making/Cost-Benefit Analysis Video and Quiz (EconEdLink) - video tutorial and quiz

COLUMBUS CITY SCHOOLS

Unpacked Standards / Clear Learning Targets

Financial Literacy Learning Targets 9-14. Read, analyze, manage and communicate about personal financial conditions that affect one's material well-being.	**Essential Understanding** – Utilize strategies for being an informed consumer **Extended Understanding** – Analysis of specific decision-making strategies	**Academic Vocabulary** – financial responsibility – taxes – consumer – budget
Ultimate Learning Target Type: Skill	**Broad Learning Target:** – The student can read, analyze, manage and communicate about personal financial conditions that affect one's material well-being. **Underpinning Knowledge Learning Targets:** – The student can recognize that planning for and paying local, state and federal taxes is a financial responsibility. (9) – The student can describe how consumer protection laws help safeguard individuals from fraud and potential loss. (13) **Underpinning Skills Learning Targets:** – The student can utilize consumer advocates, organizations and regulations to learn important information and help protect against potential consumer fraud. (10) – The student can be an informed consumer by making decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget. (11) – The student can compare bank terms before opening an account. (12) – The student can factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.) to make planned purchasing decisions. (14)	

6.FL.6-7 (Prior Grade Standard) 6. Financial responsibility includes the development of a spending and savings plan (personal budget). 7. Financial institutions offer a variety of products and services to address financial responsibility.	**8.FL.15-17 (Future Grade Standard)** 15. Using key investing principles one can achieve the goal of increasing net worth. 16. Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money. 17. Government agencies are charged with regulating providers of financial services to help protect investors.

Content Elaborations

9. Planning for and paying local, state and federal taxes is a financial responsibility.

10. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.

11. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.

12. Compare bank terms before opening an account.

13. Consumer protections laws help safeguard individuals from fraud and potential loss.

14. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).

Instructional Strategies

Have students fill out a sample W-4, 1040 federal tax form, and state and local tax forms.

Compare loan terms from a bank and payday lender using sample documents.

Compare terms of consumer lending statements from two financial institutions.

Compare sample warranties and extended warranties.

Career Connection - Students will research careers in economics and personal finance such as a financial planner, investment banker, stockbroker, entrepreneur, marketing/advertising executive, corporate CEO, public finance manager. Students may be able to interview (live or through email) individuals who work in these fields.

Sample Assessments and Performance Tasks

What is one strategy an informed consumer can make to determine if purchases are within their budget?

What protections are available to avoid consumer fraud?

Look at the sample bank terms below. Explain which account you would choose to open and why.

Suppose you have $50 to spend on Amazon. Determine which items you could buy, factoring in direct and indirect costs.

Instructional Resources

Practical Money Skills - comprehensive financial literacy curriculum with teachers' guides, student activities, presentation resources, and tools for assessment

The lessons below from Practical Money Skills align with the financial literacy standards for Grade 7.

Lesson 1: Making Decisions

Lesson 4: Living on Your Own

Lesson 5: Buying a Home

Lesson 6: Banking Services

Lesson 11: Consumer Awareness