

SOCIAL STUDIES CURRICULUM GRADE 7 UNIT # 1: Three Worlds Meet

North Smithfield School Department

TITLE OF UNIT: Three Worlds Meet

COURSE: Grade 7 Social Studies

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

In this unit, students will examine the ways in which the European, African, and American “worlds” came into contact between the years 1400 and 1650. They will investigate and interpret primary and secondary sources in the following areas: Societies of the Americas, Societies of Europe, Societies of Africa, The Spanish Empire, Contact with Native Americans, and the Beginnings of Slavery in the Americas. Additionally, students will summarize and reflect on the given topics. At the end of this unit, students will write an informative essay answering the question, “How did Europeans transform life in the Americas?”

ESSENTIAL QUESTIONS

How did the experience of the early colonists shape America’s political and social ideals?

What factors allowed each colonial region to grow and prosper?

What traditions, events, and forces helped form an American identity?

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The <i>Constitution</i> of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways. G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs HP 5: Human societies and cultures develop and change in response to human needs and wants.		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth’s surface to limit or promote human activities.	Range of Reading	Range of Writing

FOCUS GSEs:

Civics and Government

- Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2a**
- Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) –3a**
- Tracing/explaining social, technological, geographical, economical, cultural connections for a society **C&G 5(7-8) –1a**
- Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. **C&G 5(7-8) –1b**
- Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a**
- Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b**

Historical Perspective

- Investigating and analyzing historical and visual data in order to draw connections between a series of events **HP 2 (7-8) –1a**
- Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a**
- Explaining the impact of interactions. **HP 4 (7-8) –2b**
- Describing how inventions and technological improvements. **HP 4 (7-8) –2c**

Reading

Key Ideas and Details (RH)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2** Determine the central ideas or information of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose .

Integration of Knowledge and Ideas (RH)

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
 - RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- Range of Reading (RH)
- RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

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- Identifying how movement impacts cultural diversity. **HP 5 (7-8) –1a**

Economics

Geography

- Identifying and utilizing a variety of maps. **G 1 (7-8) –1a**
- Analyzing multiple maps (to draw inferences about the development of societies. **G 1 (7-8) –2a**
- Explaining/ connecting how/why the geographical features influenced population **G 2 (7-8) –1a**

Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research**
- Range of Writing **(WHST)**

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- After humans populated the Americas, advanced civilizations and cultures developed
- In Africa, complex and simple societies competed for resources and trade in three geographical zones
- Between 1300 and 1500, Europe experienced major changes in social, political, and economic life
- After Columbus' voyages, the Spanish quickly conquered the Native American empires of the Aztecs and the Inca
- Competition for the riches of the Americas led to tension and conflict among European powers
- Native Americans' lives were transformed as Spain grew rich from its new empire
- Slavery was introduced on a large scale to provide cheap labor for the colonies

PRIOR KNOWLEDGE:

- Elementary exposure to US History

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas. **ERA 1, 1A, 1**
- Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. **ERA 1, 1A, 2**
- Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion. **ERA 1, 1B, 1**
- Explain dissent within the Catholic Church and analyze the beliefs and ideas of leading religious reformers. **ERA 1, 1B, 4**
- The student understands developments in Western African societies in the period of early contact with Europeans. **ERA 1, 1C**
- The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492. **ERA 1, 1D**
- Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. **ERA 1, 2A, 1**
- Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples. **ERA 1, 2A, 2**
- Compare English, French, and Dutch motives for exploration with those of the Spanish. **ERA 1, 2A, 3**
- Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences. **ERA 1, 2A, 4**
- Evaluate the course and consequences of the "Columbian Exchange" **ERA 1, 2A, 5**
- Describe the social composition of the early settlers and compare their various motives for exploration and colonization. **ERA 1, 2B, 1**
- Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos. **ERA 1, 2B, 2**
- Analyze connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th-century Europe. **ERA 1, 2B, 4**
- Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. **ERA 2, 1A, 1**
- Analyze relationships between Native Americans and Spanish, English, French, and Dutch settlers. **ERA 2, 1B, 1**
- Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. **ERA 2, 1B, 3**
- Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences, e.g. Columbian Exchange. **ERA 3, 1A, 4**
- Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. **ERA 3, 1A, 5**
- Identify and utilize maps

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- Analyze maps in order to draw inferences about the development of American Society
- Demonstrate the ability to express and defend an informed opinion through several written and verbal assignments
- In a group discussion or debate setting listen and ask relevant questions

SUGGESTED WORKS:

NONFICTION	INFORMATIONAL TEXT		SPEECHES, PUBLIC DOCUMENTS
	BIOGRAPHIES	MEMOIRS	
<ul style="list-style-type: none"> • <i>American History</i> textbook • Background information: "The People of Other Americas" • Background information: "Early North Americans" 	Christopher Columbus	The Middle Passage: "The Slave Ship" by Olaudah Equiano	<ul style="list-style-type: none"> • Letter from Columbus to Queen Isabella (1493)

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

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|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

Assessments

Develop and convey understanding

- Summarizing topics
 - Ask students to analyze a subject to expose what's essential and then put it in their own words. This requires substituting, deleting, and keeping some of the things and having an awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.
- Reflection
 - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
 - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the questions in a written or verbal format.
- Graphic Organizers
 - Venn Diagrams
 - Compare and Contrast
 - Note-taking guides
 - Webs
 - Cause and effect
- Journal Writing
 - Students will write a journal log with entries from each covered explorer describing their journey and presenting their findings to the class.
- Informative Essay: How did Europeans transform life in the Americas?
 - Students will: introduce the topic clearly, develop the topic with relevant facts, use appropriate transitions, precise language, and a formal style with a concluding statement. (See: WHST.6-8.2)

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

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ADDITIONAL RESOURCES: see curriculum for specifics

- Bubonic Plague Song: <http://www.youtube.com/watch?v=rZy6XilXDZQ>
- Animaniacs- Ballad of Magellan: <http://www.youtube.com/watch?v=pM-igYjn6E4>
- Letter from Columbus - <http://xroads.virginia.edu/~hyper/hns/garden/columbus.html>
- The Middle Passage Olaudah Equiano - <http://www.pbs.org/wgbh/aia/part1/1p276.html>

VOCABULARY

- | | | |
|--------------------------|---------------------|-----------------|
| 1. civilization | 9. economic | 17. plantation |
| 2. colonization | 10. explorer | 18. political |
| 3. colony | 11. hunter-gatherer | 19. Reformation |
| 4. Columbian Exchange | 12. immigrant | 20. religious |
| 5. Columbus, Christopher | 13. importation | 21. Renaissance |
| 6. conquistador | 14. literacy | 22. slavery |
| 7. culture | 15. mercantilism | 23. society |
| 8. diversity | 16. migration | |

LESSON PLAN for UNIT _____

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LESSONS

- Lesson #1 Summary:**

- Lesson #2 Summary:**

- Lesson #3 Summary:**

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**