

# 7<sup>th</sup> Grade Eastern Hemisphere

**Instructional Focus:** To connect the physical and human geography of the Eastern Hemisphere to changes over time through a historical lens.

## Physical Geography

**Inquiry Arc:** Spatial Views of the World

### Alaska Content Standards

G.A1

#### Objective

Students will:

- Construct maps and other graphic representations of both familiar and unfamiliar places.

### Alaska Content Standards

G.A2

#### Objective

Students will:

- Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

### Alaska Content Standards

G.B1, G.A4, G.C1

#### Objective

Students will:

- Know that places have distinctive geographic characteristics.
- Interpret characteristics of regions using thematic maps (i.e. physical, climate, resources, political, population).
- Explain how climates differ as a consequence of differences in latitude, elevation, and other geographic variables (i.e. ocean currents, wind patterns, landforms).

### Alaska Content Standards

G.A4

#### Objective

Students will:

- Research geographic information using a variety of online and/or print almanacs & atlases.

### Alaska Content Standards

G.A1

#### Objective

Students will:

- Locate places in the Eastern Hemisphere on a map using latitude and longitude.

## Agriculture and Settlements of Ancient River Civilizations

**Inquiry Arc:** How did people adapt to the environment in history?

### Alaska Content Standards

His.A1

### C3 Framework for Social Studies State Standards

C3 D2. Geo.1.3-5

#### Examples

Make a map.

### C3 Framework for Social Studies State Standards

C3 D2. Geo.2.3-5

#### Examples

Use Google Earth/Maps to show relationships between population density and geographic features.

#### Examples

Compare the annual precipitation between the Gobi Desert and Southern China.

#### Examples

Use an atlas to label continents and oceans.

#### Examples

Label the following items on a blank World Map: Prime Meridian, International Dateline, Equator, Tropics, Arctic and Antarctica Circles.

<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Create and use chronological frameworks for organizing significant ideas, institutions, people, and events.</li> </ul>	Compare the chronology of two civilizations using a timeline.
<b>C3 Framework for Social Studies State Standards</b>	
C3 D2.His.5.3-5	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Explain connections among historical contexts and people's perspectives at the time.</li> </ul>	Write a journal entry from the perspective of a resident of an ancient river civilization.
<b>C3 Framework for Social Studies State Standards</b>	
C3 D2.His.14.6-8	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Explain multiple causes and effects of events and developments.</li> </ul>	
<b>C3 Framework for Social Studies State Standards</b>	
C3 D2.His.16.3-5	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Use evidence to develop a claim about the past.</li> </ul>	Write an argument essay
<b>Alaska Content Standards</b>	
G.A1	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Identify the major river civilizations of the Eastern Hemisphere.</li> </ul>	Use a map to identify the boundaries of each civilization.
<b>Alaska Content Standards</b>	
G.A2	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Identify the locations of the four ancient river valley civilizations (create a map).</li> <li>• Discuss the role the rivers played in the development of the civilizations.</li> </ul>	Create a map.
<b>Alaska Content Standards</b>	
G.B7	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Identify the importance of the agricultural advances to the development of the civilizations.</li> </ul>	
<b>Alaska Content Standards</b>	
G.E3	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>• Analyze the components of each civilization (i.e. trade, religion, culture, language, ability to survive).</li> </ul>	Use a RAFT (role, audience, format and topic) to speak from the perspective of a resident of a civilization.
<b>Alaska Content Standards</b>	
G.D4	

Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Explain the results of division of labor in each civilization (i.e. specialization).</li> </ul>	
<b>Alaska Content Standards</b>	
H.A8	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Describe the major accomplishments of Mesopotamia- irrigation, Hammurabi’s Code, wheel, alphabet</li> </ul>	
<b>Alaska Content Standards</b>	
H.B1	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Describe the major accomplishments of Egypt- pyramids, hieroglyphics, mummification</li> </ul>	Create a foldable pyramid.
<b>Alaska Content Standards</b>	
G.D1	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Describe the major accomplishments of Indus- scientific and engineering accomplishments.</li> <li>Describe the major accomplishments of China- Great Wall, Terra Cotta Soldiers, and the Great Canal.</li> </ul>	
<b>Alaska Content Standards</b>	
H.A9	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Explain the reasons for expansions for civilizations.</li> </ul>	
<b>Alaska Content Standards</b>	
H.B1b	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Explain the reasons for the decline of civilizations.</li> <li>Compare the four major civilizations.</li> </ul>	
<b>Foundations of Western Civilization</b>	
<b>Inquiry Arc:</b> What are some of the political and historical advantages Europeans possessed, ultimately leading to their dominance in the world?	
<b>Alaska Content Standards</b>	
H.A1	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Define the characteristics of a city-state.</li> <li>Compare and contrast city-states (e.g. Sparta vs. Athens).</li> </ul>	Complete a research report on a famous Greek city-state.  Create a Venn Diagram comparing Athens vs Sparta.
<b>Alaska Content Standards</b>	
H.B2	

Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Analyze the components of Athenian democracy.</li> </ul>	Hold a mock election.
<b>Alaska Content Standards</b>	
H.D2	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Identify Greek advancements in science, philosophy, and literature.</li> </ul>	Complete a matching worksheet.
<b>Alaska Content Standards</b>	
H.A4, H.A5, H.B1c	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Identify the importance of Julius Caesar.</li> </ul>	Compare primary source perspectives on his assassination.
<b>Alaska Content Standards</b>	
H.B4, H.C3	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Compare and contrast the characteristics of the Roman Empire and the Roman Republic.</li> </ul>	Write a before and after list comparing Roman Republic and the Roman Empire.
<b>Alaska Content Standards</b>	
GC.G.1	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Discuss the effects of the spread of Christianity throughout the Roman Empire.</li> </ul>	Write a paragraph describing how the conversion of Constantine led to acceptance of Christianity throughout the Roman Empire.
<b>Alaska Content Standards</b>	
H.B2	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Identify the causes of the fall of the Roman Empire.</li> </ul>	Write a letter from the perspective of a Barbarian General that wants to invade the Northern Roman Empire.
<b>Alaska Content Standards</b>	
H.C3	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Evaluate the importance of the Roman road system.</li> </ul>	
<b>Empires and Cultures of Asia</b>	
<b>Inquiry Arc:</b> How did religion impact the growth of social, political and economic institutions? What are the characteristics of Eastern Civilization?	
<b>Alaska Content Standards</b>	
G.A4	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Research geographic information using a variety of online and/or print almanacs &amp; atlases.</li> </ul>	Label a map of Central Asia.
<b>Alaska Content Standards</b>	
H.B1c	
Objective	Examples
Students will: <ul style="list-style-type: none"> <li>Identify the beliefs of the third monotheistic religion, Islam.</li> </ul>	Create a poster of the 5 pillars of Islam.

<b>Alaska Content Standards</b>	
H.A6	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Examine the reasons for the spread of religion.</li> </ul>	Draw the trade routes that helped spread Islam on a map of Southwestern and Central Asia.
<b>Alaska Content Standards</b>	
H.A5, H.B1c	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify the beliefs of the third monotheistic religion, Islam.</li> <li>Compare the characteristics of the three monotheistic religions.</li> </ul>	Create a Venn diagram to compare\contrast the three monotheistic religions.
<b>Alaska Content Standards</b>	
H.B1	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Explain how trade helped spread the religion of Islam throughout Asia.</li> <li>Analyze the rise, fall and impact of the Mongol Empire on Asia\China.</li> </ul>	<ul style="list-style-type: none"> <li>Draw the trade routes that helped spread Islam on a map of Southwestern and Central Asia.</li> <li>Create a timeline of the Mongol Dynasty.</li> </ul>
<b>Alaska Content Standards</b>	
H.A9, H.B1	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify the 3 major Muslim empires of Central Asia (Ottoman, Safavid, and Mughal) and the impact they had on the region.</li> </ul>	Create a poster that displays the location of the Mughal Empire.
<b>Alaska Content Standards</b>	
G.B3	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Contrast the characteristics of the region (i.e. culture, religion, language, and physical geography).</li> </ul>	Create a Venn diagram to compare\contrast the three monotheistic religions.
<b>Alaska Content Standards</b>	
G.D5	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify the beliefs of the first monotheistic religion, Judaism.</li> <li>Discuss the importance of the Holy Land to Judaism, Christianity, and Islam.</li> </ul>	<p>Create a poster of the Ten Commandments.</p> <p>Label holy sites on a map of Jerusalem.</p>
<b>Alaska Content Standards</b>	
H.A5	
<b>Objective</b>	<b>Examples</b>
Students will: <ul style="list-style-type: none"> <li>Identify why Christianity broke from Judaism.</li> </ul>	Write a letter from the perspective of a new convert to the Christian religion living in Jerusalem 50 C.E.
<b>Age of Exploration &amp; European Renaissance</b>	
<b>Inquiry Arc:</b> How are trade networks the cause of cultural diffusion? How did Renaissance ideals influence artistic and intellectual change?	
<b>Alaska Content Standards</b>	
H.D1, H.D2	

Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</li> </ul>	<p>Use different colors to show the routes of famous European explorers.</p>
<p><b>Alaska Content Standards</b></p>	
<p>G.D1, G.D2, G.D4</p>	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.</li> </ul>	<p>Create a list of animals and plants that have been introduced to new lands and the impact they on the new land.</p>
<p><b>Alaska Content Standards</b></p>	
<p>H.B2, H.B4</p>	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).</li> </ul>	<p>Write a paragraph about some of the leading thinkers of the Renaissance and their beliefs.</p>
<p><b>Alaska Content Standards</b></p>	
<p>H.B5, H.C2</p>	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the city's' importance in the spread of Renaissance ideas.</li> </ul>	<p>Compare and contrast the major cities of the Renaissance and their importance by creating a pamphlet.</p>
<p><b>Alaska Content Standards</b></p>	
<p>H.B1c, e</p>	
Objective	Examples
<p>Students will:</p> <ul style="list-style-type: none"> <li>Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</li> </ul>	<p>Choose a significant advancement or person and create a detailed poster (facts, illustrations, primary\secondary sources, etc.).</p>