

DOWNEY UNIFIED SCHOOL DISTRICT
Middle School Course Outline

Course Title: Social Studies 7 (One Year)
(World History & Geography: Ancient through Medieval to Early Modern Times)

Grade Level: 7

Prerequisites: None

Course Description:

Students in grade seven study the social, cultural, religious, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. Students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Student Performance

Objectives for this

Course:

1. Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. (Standard 7.1)
 - *a. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and distribution of news).
 - b. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
 - c. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire with an emphasis on the consequences of the development of two distinct views on church-state relations.
2. Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages. (Standard 7.2)
 - a. Identify the physical features and climate of the Arabian peninsula, its relationship to

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surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life.

- *b. Trace the origins of Islam and the life and teachings of Mohammed, including Islamic teachings on the connection with Judaism and Christianity.
 - c. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence in Muslims' daily life.
 - d. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
 - e. Describe the growth of cities and the trade routes created among Asia, Africa and Europe, and the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
 - *f. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.
3. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the middle ages. (Standard 7.3)
- *a. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan
 - b. Describe the agricultural, technological, and commercial developments during the Tang and Sung periods.
 - c. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
 - d. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
 - *e. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.
 - f. Describe the development of the imperial state and the scholar-official class.
4. Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana and Mali in Medieval Africa. (Standard 7.4)
- *a. Study the Niger River and the vegetation zones of forest, savanna and desert and the relationship of these features to the trade in gold, salt, food, and slaves; the growth of the Ghana and Mali empires.
 - *b. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
 - c. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa, and the influence of Islamic beliefs, ethics and law.
 - d. Trace the growth of Arabic as a language of government, trade, and Islamic scholarship in West Africa.
 - e. Describe the importance of written and oral traditions in the transmission of African history and culture.

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5. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. (Standard 7.5)
 - a. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious and philosophical influence of those countries on Japan.
 - *b. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
 - c. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo* and *samurai* and the lasting influence of the warrior code in the 20th century.
 - d. Trace the development of distinctive forms of Japanese Buddhism.
 - e. Study the ninth and tenth century golden age of literature, art and drama, and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
 - *f. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

6. Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. (Standard 7.6)
 - a. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship to ways of life in Medieval Europe.
 - b. Describe the spread of Christianity north of the Alps and the roles played by the early Church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
 - *c. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns) and how feudal relationships provided the foundation of political order.
 - d. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
 - *e. Know the significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
 - *f. Discuss the causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
 - g. Map the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

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- *h. Understand the importance of the Catholic church as a political, intellectual and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas' synthesis of classical philosophy with Christian theology, and the concept of "natural law").
 - i. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the "Reconquista" and the rise of Spanish and Portuguese kingdoms.
- 7. Students compare and contrast the geographic, political, economic, religious, and social and structures of the Mesoamerican and Andean civilizations. (Standard 7.7)
 - a. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects upon Mayan, Aztec, and Incan economies, trade, and development of urban societies.
 - b. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
 - *c. Explain how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish.
 - *d. Describe the artistic and oral traditions and architecture in the three civilizations.
 - e. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.
- 8. Students analyze the origins, accomplishments and geographic diffusion of the Renaissance. (Standard 7.8)
 - *a. Describe the way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith).
 - b. 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 their importance in the spread of Renaissance ideas.
 - c. Understand the effects of reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
 - *d. Describe the growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
 - *e. Detail advances 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 Guttenburg, William Shakespeare).
- 9. Students analyze the historical developments of the Reformation. (Standard 7.9)
 - *a. List the causes for the internal turmoil and weakening of the Catholic church (e.g., tax policies, selling of indulgences).

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- *b. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
 - c. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
 - d. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
 - e. Analyze how the Counter Reformation revitalized the Catholic church and the forces that propelled the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
 - f. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
 - g. Describe the "Golden Age" of cooperation between Jews and Muslims in Medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).
10. Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions. (Standard 7.10)
- a. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian and Muslim science; Renaissance humanism, new knowledge from global exploration).
 - *b. Understand the significance of the new scientific theories (e.g., Copernicus, Galileo, Kepler, Newton) and the significance of inventions (e.g., telescope, microscope, thermometer, barometer).
 - *c. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.
11. Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason). (Standard 7.11)
- *a. Know the great voyages of discovery the location of the routes, and the influence of cartography in developing a new European world view.
 - *b. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent.
 - c. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

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- d. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
- *e. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
- f. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

DEVELOPING GEOGRAPHIC LITERACY

An integrated study of geography as it relates to World History should be a significant element of instruction in this course. The following excerpts are from the California History-Social Science Framework (2005):

- *To understand human events, students must first understand the characteristics of the places in which those events occurred.*
- *In describing a place, students should be able to identify its physical characteristics and human characteristics and explain how these features are interrelated to form the unique character of that place.*
- *As students mature in their geographic thinking, they should learn to analyze how the relative location of a place confers important advantages or disadvantages. Students should also consider how these relative advantages or disadvantages can change over time and determine how such changes have influenced the course of human history in that place.*
- *Students should develop an understanding of the major environmental issues (man's use of land and other natural resources) and the consequences of human decisions that affect the environment.*
- *Students should understand major patterns of domestic and international migration of human movement. They should also study the changing environmental preferences and settlement patterns; the frictions that develop between population groups from broad and distinct cultural areas; and, the diffusion of ideas, technological innovations, and goods as a result of this human movement.*

GRADES 6 – 8 HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS

The following excerpt is from the California History-Social Science Framework (2005):

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight.

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

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Chronological and Spatial Thinking

- 1. Students explain how major events are related to one another in time.*
- 2. Students construct various time lines of key events, people, and periods of the historical era they are studying.*
- 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.*

Research, Evidence, and Point of View

- 1. Students frame questions that can be answered by historical study and research.*
- 2. Students distinguish fact from opinion in historical narratives and stories.*
- 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.*
- 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.*
- 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).*

Historical Interpretation

- 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.*
- 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.*
- 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.*
- 4. Students recognize the role of chance, oversight, and error in history.*
- 5. Students recognize that interpretations of history are subject to change as new information is uncovered.*
- 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.*

Instructional Strategies

A variety of instructional strategies may be used including: debates, simulations, written & oral projects, cooperative learning, dramatizations, audio-visual materials, lecture, group discussion, demonstration, portfolios, and computer-assisted materials.

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Instructional Units

<u>Weeks</u>	<u>Unit</u>
2.0	Geography Unit Review
3.0	Connecting with Past Learnings: Uncovering the Remote Past and The Fall of Rome/Byzantine Empire
3.0	Growth of Islam
4.0	Medieval Europe
8.0	Europe During the Renaissance, the Reformation, and the Scientific Revolution
3.0	African States in the Middle Ages & Early Modern Times
5.0	Civilizations of the Americas
<u>9.0</u>	Asia: China, Japan, and India
38	Total

Evaluation

Student progress will be evaluated by:

- Completion and quality of assignments
- Attendance
- Class participation
- Tests and quizzes
- Portfolios
- Homework
- Teacher observation
- Written and oral reports

Materials and Resources

A.Primary Text: World History, Medieval To Early Modern Times
Holt

B.Literature: Refer to the attached bibliography

C. For additional Social Studies resources contact:
Social Studies School Service
10200 Jefferson Blvd.
Culver City, California
(800) 421-4246