	Western Civilizations Grade Level 7 Unit 1
Course/Subject: Western Civilizations	**Grade: 7**		**Suggested Timeline: 2 weeks**

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards. This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade. The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following: ● Distinguishing between primary and secondary sources ● Understanding cause and effect in history ● Analyzing maps, charts, and tables ● Comparing opposing historical perspectives ● Using close reading strategies to examine a variety of media ● Drawing conclusions from historical sources ● Identifying bias in historical texts ● Challenging over-simplified historical explanations ● Formulating thoughtful responses to document-based questions ● Developing creativity and individualized critical-thinking skills ● Utilizing a variety of technological resources
Grade Level Units	**Unit 1: The Beginnings of Human History** Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance

	Unit 10: The Age of Dissent and Division
	Unit 11: The Elizabethan Age
	Unit 12: The Age of Colonialism

Unit Title	The Beginnings of Human History
Unit Summary	Human beings rise out of Stone Age lifestyles through the development of agriculture in the Fertile Crescent and the advent of the city-state. Early human culture is dominated by Mesopotamia. Sumeria becomes the center of literature with the development of the Gilgamesh narrative and the creation of new Bronze Age technology.

Unit Essential Questions:
1. What were the geographical advantages of the Fertile Crescent that enabled human civilization to begin and to thrive?
2. What basic needs were human beings attempting to meet in the establishment of organized civilization?

Key Understandings:
1. Students will demonstrate the ability to ascertain the importance of the development of Agriculture and its dependence on the climate and geography of the regions surrounding the Tigris and the Euphrates.
2. Students will demonstrate the ability to identify the significance of religion, death rites, language, and food acquisition to the creation of permanent human settlements.
3. Students will demonstrate the ability to evaluate the reliability and potential bias within extant texts, traditions, and literature.
4. Students will demonstrate the ability to examine the significance of the needs for mutual defense, specialization of roles, and development of a reliable food supply in areas which developed a common culture and common religious practices.
5. Students will demonstrate the ability to recognize advances in metallurgy, medicine, language, written culture, agriculture, manipulation of resources, trade and transportation, and the stable and consistent application of law which gave advantages to early civilizations.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. ● Belief systems and religions ● Commerce and industry ● Technology ● Politics and government ● Physical and human geography ● Social organizations

8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

cc.8.5.6-8.A	Cite specific textual evidence to support analysis of primary and secondary sources.
cc.8.5.6-8.B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
cc.8.5.6-8.C	Identify key steps in a text's description of a process related to history/social studies
cc.8.5.6-8.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
cc.8.5.6-8.E	Describe how a text presents information (e.g., sequentially, comparatively, causally).
cc.8.5.6-8.F	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
cc.8.5.6-8.G	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
cc.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgment in a text.
cc,8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic
cc.8.5.6-8.J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

Misconceptions:	Proper Conceptions:
- Students generally assign a randomness to the development of the human race. They often fail to recognize the cause/effect relationship between environment/geography and human advancement. - Students often assume that the resource-rich world in which they live has always been that way.	- A study of human history reveals that there are identifiable and predictable factors which influence the success or failure of human civilizations. - Students will encounter the concept of resources as a zero-sum game and acknowledge that survival instincts drive both historical and modern human interactions.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
- Hierarchy of human needs - Geographical terms - Function of the city-state - Influence of technology on growth - The heroic epic - Significance of agriculture	- Analyze the specific geographical and resource advantages of the Fertile Crescent - Compare and contrast the given cultures both by era and by region - Identify semi-historical events from the epic of Gilgamesh - Identify and describe the components of a city-state - Track the development of agriculture as a necessary precursor to the development of permanent settlements - Analyze the impact of technology on emerging civilizations - Evaluate the population migrations of the era in response to available resources and conflicts	- Critical thinking - Competence - Proper citizenship - Creativity

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Academic Vocabulary:

● Bronze	● Fertile	● Metallurgy
● City-state	● Gilgamesh	● Migration
● Civilization	● Hammurabi	● Neo-lithic
● Cuneiform	● Irrigation	● Poly-theistic
● Epic	● Mesopotamia	● Pre-history

Evidence: Assessments and Performance Task(s)

- Formatively assess student learning through quizzes
- One individual project on a topic of the student's choice
- One 3-paragraph or less writing assignment based on the epic tales of Gilgamesh

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Interdisciplinary Connections:
- Language Arts connections with heroic literature
- Science connections through study of climate and agriculture

Additional Resources:
- Nationalgeographic.org
- History Channel video series--The Story of All of Us
- Selected maps of the region

Created By: Dawn Hazen and Mark Clendaniel

	Western Civilizations
	Grade Level 7
	Unit 2

Course/Subject: Western Civilizations	Grade: 7	Civilization in Egypt	Suggested Timeline: 3 weeks

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade. The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following: ● Distinguishing between primary and secondary sources ● Understanding cause and effect in history ● Analyzing maps, charts, and tables ● Comparing opposing historical perspectives ● Using close reading strategies to examine a variety of media ● Drawing conclusions from historical sources ● Identifying bias in historical texts ● Challenging over-simplified historical explanations ● Formulating thoughtful responses to document-based questions ● Developing creativity and individualized critical-thinking skills ● Utilizing a variety of technological resources
Grade Level Units	Unit 1: The Beginnings of Human History **Unit 2: Civilization in Egypt** Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance

	Unit 10: The Age of Dissent and Division
	Unit 11: The Elizabethan Age
	Unit 12: The Age of Colonialism

Unit Title	Civilization in Egypt
Unit Summary	Egyptian civilization, through the gifts provided by the Nile, becomes the pre-eminent human civilization of its time. The development of hieroglyphic language, incredible feats of architecture, continued advances in agriculture, and a strong reliance on education and innovation help to propel the Egyptian culture to the top of the pyramid. The complex relationship between the Egyptians and their gods leads to a highly involved set of religious rites including the famous death rites of mummification and preservation. The cultural artifacts of the height of Egyptian civilization are still recognizable today. A great reliance on slave labor throughout large portions of its era of dominance helps to inform modern students on the objectification of the "other" which has played a significant role in human inter-cultural relations.

Unit Essential Questions:
1. What is the role of the Nile in the political, economic, and religious world of the Egyptians?
2. In what ways were the Egyptians and their society more complex than their predecessors?

Key Understandings:
1. Students will demonstrate the ability to describe the predictable behavior of the Nile River and the benefits to agriculture that it brings.
2. Students will demonstrate the ability to identify the ways in which the Nile River is associated with the pantheon of Egyptian gods.
3. Students will demonstrate the ability to compare and contrast the social strata of Egypt to the nations which came before.
4. Students will demonstrate the ability to evaluate the significance of death in the Egyptian world.
5. Students will demonstrate the ability to describe the insights into Egyptian culture that can be gained through a study of their art and architecture.
6. Students will demonstrate the ability to examine their own emotional reactions to the institution of slavery from an appropriately historical viewpoint.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations

8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.A.	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Students often picture Egypt as one giant expanse of desert. ● Students often associate Egyptians with an obsession with death.	● It was the lush vegetation and fertile soil of the Nile River Valley that gave Egypt its bountiful food resources and its economic power. ● In truth, Egyptians were nearly obsessive about the continuance of life--even into the next world.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
● Importance of written language ● Growth of a complex society ● Implications of slavery ● Significance of religion and death ● Impact of the Nile River	● Identify the Nile River region on a map. ● Analyze the roles of the social classes. ● Interpret the Egyptian style of hieroglyphics. ● Identify Egyptian cultural artifacts by sight. ● Complete a formal writing adopting the point of view of a slave owner or slave. ● Describe three Egyptian deities and their associations with death.	● Critical Thinking ● Courageous ● Creativity

Academic Vocabulary:

● Ankh	● Hieroglyphic	● Pharaoh
● Artifact	● Mummy	● Sarcophagus
● Deity	● Nile River	● Silt
● Delta	● Papyrus	● Sphinx

Evidence: Assessments and Performance Task(s)

- Creation of a physical representation of some well-known artifact or remnant of Egyptian cultural history.
- Formatively assess student learning through scheduled quizzes
- Formal writing adopting the persona of a slave owner or a slave

Interdisciplinary Connections:
- Science connections through preservation techniques and agriculture
- Art connections through associations with Egyptian fine arts and architecture
- Language Arts through connections with point of view.

Additional Resources:
- Egyptianmuseum.org--(virtual tour)
- Additional classroom mini-texts
- nationalgeographic.org

Created By: Dawn Hazen and Mark Clendaniel

		Western Civilizations	
		Grade Level: 7	
		Unit 3	

Course/Subject: Western Civilizations	**Grade: 7**	**The Spread of Early Cultures and Rise of Empires**	**Suggested Timeline: 3 weeks**

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards. This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade. The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following: ● Distinguishing between primary and secondary sources ● Understanding cause and effect in history ● Analyzing maps, charts, and tables ● Comparing opposing historical perspectives ● Using close reading strategies to examine a variety of media ● Drawing conclusions from historical sources ● Identifying bias in historical texts ● Challenging over-simplified historical explanations ● Formulating thoughtful responses to document-based questions ● Developing creativity and individualized critical-thinking skills ● Utilizing a variety of technological resources
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt **Unit 3: The Spread of Early Cultures and the Rise of Empires** Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars

	Unit 9: Transforming Europe through the Renaissance
	Unit 10: The Age of Dissent and Division
	Unit 11: The Elizabethan Age
	Unit 12: The Age of Colonialism

Unit Title	The Spread of Early Cultures and the Rise of Empires
Unit Summary	As Egypt grows and flourishes, other nations begin to compete on the world stage for dominance. The Babylonian Empire, the Code of Hammurabi, the spread of the Indo-European language family, and the rise of the Hittites all make for a more confusing and diverse world. The constant warring and destruction in this time period makes accurate study difficult due to the relative lack of contemporary sources. People groups engage in long journeys of conquest and migration that change the ethnic and political make-up of the region. The relatively unknown Minoan civilization begins the settlement of what later becomes the Greek world. They are followed by the more warlike Mycenaeans who overshadow and eclipse their predecessors' influence. Many small states such as the Phoenicians, Hebrews and Philistines, emerge at this time fostering many crucial cultural and economic developments. New empires soon emerge as others fall, leading to more sophisticated and unified powers.

Unit Essential Questions:
1. What causes the migrations of human beings and the spread of their cultures and languages?
2. How does geography impact civilizations?
3. Why do civilizations need laws in an established society?
4. What were the contributions of the early civilizations?
5. What impact does religion have on society?
6. How does culture define a civilization?
7. How did conflict define early civilizations and empires?

Key Understandings:
1. Students will demonstrate the ability to explain how quality of life is impacted by choices made by civilizations.
2. Students will demonstrate the ability to explain how civilizations adapt to their environments.
3. Students will demonstrate the ability to describe the role of laws in society.
4. Students will demonstrate the ability to identify how innovation and technology transform civilizations and geographic areas over time.
5. Students will demonstrate the ability to recognize the characteristics of a patriarchal society..
6. Students will demonstrate the ability to describe a culture and peoples by its impact on civilization.
7. Students will demonstrate the ability to explain the rise and fall of civilizations.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography

	Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.A.	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Students often think of each early civilization as part of one empire. ● Students often think that society structures such as laws and government have always been in place.	● Early civilizations transformed the area around them to fit their needs and desires. ● Early civilizations developed laws to create order within their societies.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
● Importance of culture and values in society ● Growth of a laws ● Growth of societies ● Significance of trade networks ● Significance of resources ● Significance of the fall and rise of empires	● Identify the early civilizations on a map. ● Analyze how values affect society. ● Analyze Hammurabi's Code. ● Identify the trade networks in a society. ● Identity resources and their impact on society. ● Identify the rise and fall of an empire.	● Critical Thinking ● Creativity ● Collaborative

Academic Vocabulary:

- Babylon
- Bureaucracy
- Carthage
- Empire

- Hammurabi's Code
- Migration
- Minoans
- Monotheistic

- Mycenaeans
- Patriarchal society
- Polytheism
- Scribes

Evidence: Assessments and Performance Task(s)

- Summary of Hammurabi's Code and its application to all classes.
- Compare and contrast early civilizations.
- Map creation of the Middle East.
- Writing assignments and activities.
- Graphic organizer
- Quizzes
- Recipe of an empire
- Primary sources

Interdisciplinary Connections:
- Science connections through identification of resources
- Language Arts identifying early writings.

Additional Resources:
- Maps
- Khan Academy
- Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

			Western Civilization Grade Level: 7 Unit 4
Course/Subject: Western Civilizations	**Grade: 7**	**The Ascension of the Greeks**	**Suggested Timeline: 5 weeks**

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards. This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade.
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires **Unit 4: The Ascension of the Greeks** Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance Unit 10: The Age of Dissent and Division Unit 11: The Elizabethan Age Unit 12: The Age of Colonialism

Unit Title	The Ascension of the Greeks
Unit Summary	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires **Unit 4: The Ascension of the Greeks** Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam

	Unit 7: Feudalism in the Middle Ages
	Unit 8: The Holiest of Wars
	Unit 9: Transforming Europe through the Renaissance
	Unit 10: The Age of Dissent and Division
	Unit 11: The Elizabethan Age
	Unit 12: The Age of Colonialism

Unit Essential Questions:

1. How did the Ancient Greeks adapt to the physical environment around them?
2. How does the need for order give rise to forms of government?
3. What are the rights and responsibilities of citizens in society?
4. How did the development of city-states influence the Empire?
5. What are the impacts of trade and development on a society?
6. How did key figures in Ancient Greece transform the society and the empire?
7. How did Greek culture reflect their beliefs and values?
8. What evidence do we have today of the influence of Ancient Greece?

Key Understandings:

1. Students will demonstrate the ability to explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.
2. Students will demonstrate the ability to explain the origins and structures of government.
3. Students will demonstrate the ability to compare the requirements for and responsibilities of being a citizen.
4. Students will demonstrate the ability to describe the social structure and religion within society.
5. Students will demonstrate the ability to summarize various city-states and their social structure.
6. Students will demonstrate the ability to explain the factors that influenced the movement of people, goods, and ideas and the effects of such movements.
7. Students will demonstrate the ability to explain the role that key Greek figures and groups had on society.
8. Students will demonstrate the ability to compare historical and contemporary events and ideas to show evidence of Greek influence.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
5.1.7.C	Explain how the principles and ideals shape local, state, and national government. Liberty / Freedom Democracy Justice Equality
6.1.7.A	Explain how limited resources and unlimited wants cause scarcity.
7.1.7.B	Explain and locate places and regions as defined by physical and human features.
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.A.	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Students often think the Greek's only contribution to the world are olives and the Olympics. ● Students often think of the Ancient Greeks as one huge entity.	● Greek influence permeates the world today in architecture, food, culture, sports, and government. ● The Greek Empire was large and vast but comprised of many powerful city states.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
● Importance of culture and values in society ● Importance of government in society. ● Importance of citizenship ● Significance of trade and technology ● Growth of city-states ● Significance of democracy ● Significance of religion and gods ● Growth of the Greeks	● Identify the spread of the Greeks on a map. ● Analyze the contribution of Greek influence on future cultures. ● Analyze the city-state. ● Identify government and citizenship. ● Analyze religion, culture, and values within society, ● Summarize social structure. ● Identify democracy. ● Describe the transformation of society and growth of an empire.	● Critical Thinking ● Communication ● Collaborative

Academic Vocabulary:

● Aristocrat ● City-state ● Citizen ● Democracy	● Hellenistic ● Helots ● Myth ● Peninsula	● Philosophy ● Polis ● Prosperous ● Scarcity

Evidence: Assessments and Performance Task(s)

- Test
- Quizzes
- Trading Cards
- Writing assignment and activities
- Class Discussion
- Graphic organizer
- Presentation
- Primary source readings
- Art analysis
- Map work

Interdisciplinary Connections:
- Science connections through identification of technology and resources
- Language Arts identifying plays and myths.
- Art connection through the Greek arts and architecture

Additional Resources:
- Maps
- PBS.org
- www.bbc.co.uk/bitesize
- Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

	Western Civilizations Grade Level: 7 Unit 5
Course/Subject: Western Civilizations	**Grade: 7**	**All Roads Lead to Rome**	**Suggested Timeline: 6 weeks**

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards. This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade.
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks **Unit 5: All Roads Lead to Rome** Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance Unit 10: The Age of Dissent and Division Unit 11: The Elizabethan Age Unit 12: The Age of Colonialism

Unit Title	All Roads Lead to Rome
Unit Summary	The early beginnings of Rome start in the city-state with influences from the neighboring peoples of the Etruscans and Latins. Rome, ruled at this time by kings, gains dominance over the entire Italian Peninsula. The geography of the land, with little natural boundaries, developed a warlike people and evolved into the great military force of the Romans. The monarchy is overthrown and in its place a republic is born. The early Republic is characterized by constant wars and conquests, allowing Rome to increase in land size to support its ever-growing population. Rome begins to dominate Europe by conquering territories like Carthage, Greece, Spain, and Gaul. Rome rises

	from republic to Empire by conquering and then assimilation of territories. The Romans were amazing builders and planners, incorporating roads to connect its territories to Rome for trade and military use. Rome's influence reached far across the world, but became plagued with civil war, a weakened government, and failure to provide for its people. Christianity gained popularity and was further promoted when Constantine became Emperor of Rome.

Unit Essential Questions:
1. How does geography contribute to the growth of Rome?
2. How does the need for power lead to conflict and the conquering of people?
3. What are the laws and roles of citizens in the republic?
4. What was the social structure that existed in Ancient Rome?
5. How factors led to the decline of the Roman Republic and the rise of an empire?
6. What values and beliefs impact the Roman way of life?
7. What role did key figures have in transforming the Roman Republic and Roman Empire?
8. How did the rise of Christianity impact the Roman Empire?
9. What problems led to the fall of Rome?
10. What key legacies can be traced from Roman civilization?

Key Understandings:
1. Students will demonstrate the ability to explain how the physical features of a place influenced the development of Rome.
2. Students will demonstrate the ability to describe the impact of territorial expansion on the conquered people and those of Roman society.
3. Students will demonstrate the ability to explain the laws and roles of citizens in the Roman Republic.
4. Students will demonstrate the ability to describe the social structure throughout the development of Rome.
5. Students will demonstrate the ability to describe the transformation from the Roman Republic to the Roman Empire.
6. Students will demonstrate the ability to analyze the values and beliefs of the Romans and the impact on their way of life.
7. Students will demonstrate the ability to explain the role that key Roman figures and groups had on society.
8. Students will demonstrate the ability to analyze the impact of Christianity of the Roman Empire.
9. Students will demonstrate the ability to identify the problems that lead to the fall of Rome.
10. Students will demonstrate the ability to analyze the influence of the Roman civilization even today.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
7.1.7.B	Explain and locate places and regions as defined by physical and human features.
7.3.7.A	Describe the human characteristics of places and regions using the following criteria. Population Culture Settlement Economic activities Political activities
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.A.	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	**Proper Conceptions:**
● Students often think the Roman's enslaved all peoples that they conquered. ● The Roman Republic was a democracy that gave equal power to all citizens.	● Romans conquered many people and allowed for the assimilation of the people into Roman society. ● The Roman Republic was dominated by the wealthy citizens and groups of rulers.

Knowledge & Concepts	**Skills & Competencies**	**Dispositions & Practices**
● Importance of geography in the forming of society ● Significance of control in a region ● Significance of social classes ● Significance of resources and technology ● Rise and decline of the republic ● Significance of rulers and emperors ● Significance of culture ● Rise of an empire ● Fall of an empire	● Identify Rome and the Roman Empire on a map. ● Analyze the contribution of Roman influence on future cultures. ● Analyze the resources and technology of Roman society. ● Analyze the conquered culture and impact of the Roman culture. ● Analyze religion, culture, and values within society. ● Summarize the social classes. ● Identify the rulers and emperors of Rome. ● Identify conflicts. ● Describe the transformation of society and growth of an empire. ● Summarize the fall of an empire.	● Critical Thinking ● Creativity ● Collaborative

Academic Vocabulary:

● Christianity	● Emperor	● Patricians
● Colosseum	● Etruscans	● Plebeians
● Constantine	● Caesar	● Republic
● Consuls	● Latin	● Roman Forum
		● Triumvirate

Evidence: Assessments and Performance Task(s)

- Project
- Quizzes
- Trading Cards
- Writing assignments and activities
- Graphic organizer
- Timeline
- Class discussion
- Reading analysis
- Map work

Interdisciplinary Connections:
- Science connections through identification of technology and resources
- Language Arts connections through primary source reading
- Art connection through Roman arts and architecture

Additional Resources:
- Maps
- nationalgeographic.org
- PBS.org
- Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

	Western Civilization Grade Level: 7 Unit 6

Course/Subject: Western Civilizations	Grade: 7	The spread of Germanic Peoples and the Rise of Islam	Suggested Timeline: 3 weeks

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards. This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade.
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome **Unit 6: The Spread of Germanic Peoples and the Rise of Islam** Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance Unit 10: The Age of Dissent and Division Unit 11: The Elizabethan Age Unit 12: The Age of Colonialism

Unit Title	The Spread of Germanic Peoples and the Rise of Islam
Unit Summary	As the Roman Empire falls, Germanic Peoples take over the western part of the empire. The eastern part of the empire rises as the Byzantine Empire, with its capital in Constantinople. Led by Justinian, the Byzantine Empire develops and grows becoming larger and larger. It becomes so large that it is under constant threat, especially with the rise of Islam. The empire undergoes many trials but becomes Europe's center of commerce. One such trial splits the Christian Church into the

	Roman Catholic Church in the West and the Eastern Orthodox Church in the Byzantine Empire (Great Schism). Charlemagne, King of the Franks, takes control and revives Western Europe.

Unit Essential Questions:
1. How does the migration of Germanic peoples affect the geography of Europe?
2. How does the need for power lead to conflict?
3. What characteristics define the Germanic peoples and culture?
4. What impact do the Huns have on the Germanic peoples?
5. How did the Byzantine Empire become powerful?
6. How does the Islamic religion develop and shape society?
7. What are the Middle Ages?
8. How did Charlemagne transform the Holy Roman Empire?

Key Understandings:
1. Students will demonstrate the ability to explain how the geography of Europe shaped the development of cultures.
2. Students will demonstrate the ability to describe the impact of conflict on Western Civilization.
3. Students will demonstrate the ability to identify the Germanic Peoples and their culture.
4. Students will demonstrate the ability to explain the Huns and their impact on Western Civilization.
5. Students will demonstrate the ability to explain the success of the Byzantine Empire.
6. Students will demonstrate the ability to identify the religion of Islam and its influence on society.
7. Students will demonstrate the ability to describe the Middle Ages.
8. Students will demonstrate the ability to analyze the impact of Charlemagne on the Holy Roman Empire..

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
7.3.7.A	Describe the human characteristics of places and regions using the following criteria. Population Culture Settlement Economic activities Political activities
8.1.7.A	Demonstrate continuity and change over time using sequential order and context of events.
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.A.	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Religion was not shaped by politics or history. ● Society did not change during the Middle Ages.	● Religion has a powerful impact on shaping Western Civilization. ● The Middle Ages was a time of great change within Europe.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
● Importance of geography in the forming of society ● Significance of control in a region ● Significance of Germanic Peoples ● Significance of resources ● Importance of culture in society ● Significance of rulers ● Significance of religion ● Rise of an empire	● Identify geography in Europe ● Analyze the Germanic Peoples ● Analyze the resources in Europe and conflicts surrounding them ● Analyze religion, culture, and values within society. ● Identify Charlemagne and his impact on the Holy Roman Empire ● Identify religions and their impact on society. ● Describe the growth of an empire.	● Critical Thinking ● Communication ● Collaborative

Academic Vocabulary:

● Byzantine Empire ● Charlemagne ● Franks ● Holy Roman Empire	● Huns ● Islam ● Middle Ages ● Mosaics	● Myths ● Schism

Evidence: Assessments and Performance Task(s)

● Project
● Quizzes
● Writing assignments and activities
● Graphic organizer
● Timeline
● Class discussion
● Map work

- Reading analysis
- Primary sources

Interdisciplinary Connections:
- Science connections through examination of land and resources
- Language Arts connections through primary source reading and reading analysis
- Art connection through the Byzantine Empire and mosaics

Additional Resources:
- Maps
- britannica.com/topic/Germanic-peoples
- www.history.com/tag/barbarians
- Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

			Western Civilization **Grade Level: 7** **Unit 7**
Course/Subject: Western Civilizations	**Grade: 7**	**Feudalism in the Middle Ages**	**Suggested Timeline: 2 weeks**

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards. This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade.
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam **Unit 7: Feudalism in the Middle Ages** Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance Unit 10: The Age of Dissent and Division Unit 11: The Elizabethan Age Unit 12: The Age of Colonialism

Unit Title	Feudalism in the Middle Ages
Unit Summary	Charlemagne's Empire begins to fall apart after his death from internal division and external threats. The Vikings were powerful and skilled invaders, attacking towns, churches, and armies. The need for security created a new economic, political and social order known as feudalism. New technologies aid in the advancement of agriculture production. Manors dominate the land and maintain the social structure within Europe. The church has a powerful influence in the Middle Ages including supporting the kings and advancement of the empire.

Unit Essential Questions:	Key Understandings:
1. What internal and external threats after the death of Charlemagne weakened the empire?	1. Students will demonstrate the ability to analyze the impact of internal and external threats on the empire.
2. How does feudalism dominate the Middle Ages?	2. Students will demonstrate the ability to describe feudalism.
3. What social structure is created by feudalism?	3. Students will demonstrate the ability to describe the social structure under feudalism.
4. What new technologies in farming create an increase in agriculture?	4. Students will demonstrate the ability to identify the technology that propelled agricultural production.
5. How did the economic system of Europe function in the Manorial System?	5. Students will demonstrate the ability to explain the Manorial System.
6. How does the church yield powerful influence in the Middle Ages?	6. Students will demonstrate the ability to analyze the influence of the church in Europe.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
7.3.7.A	Describe the human characteristics of places and regions using the following criteria. Population Culture Settlement Economic activities Political activities
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.A.	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.

CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Feudalism is all about knights and castles, not everyday people. ● Feudalism and Manorialism are the same thing.	● Feudalism created a social structure that dominated Europe. ● Feudalism is a social structure while Manorialism is an economic system to work the land.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
● Importance of the geography of Europe ● Significance of the Vikings ● Significance of feudalism ● Importance of technology ● Significance of social structure ● Significance of religion ● Importance of agriculture	● Identify the geography of Europe ● Analyze the Vikings ● Analyze the political and social order of feudalism. ● Analyze the impact of technology on Europe. ● Identify and describe the social structure of Europe. ● Analyze the significance of the church in Europe. ● Describe how agriculture changed the economy of Europe.	● Critical Thinking ● Communication ● Collaborative ● Creativity

Academic Vocabulary:

● Chivalry ● Clergy ● Feudalism ● Feudal Contract	● Fief ● Knights ● Manor ● Nobles	● Serfs ● Vassal ● Vikings

Evidence: Assessments and Performance Task(s)

● Project
● Quizzes
● Writing activities
● Graphic organizer
● Sorting activity
● Primary source analysis
● Class discussion
● Map work
● Reading analysis
● Castle builder
● Social structure pyramid

Interdisciplinary Connections:
- Science connections through examination of technology and agriculture
- Language Arts connections through primary source reading
- Art connection through the use of paintings.

Additional Resources:
- Maps
- www.khanacademy.org/humanities/world-history/medieval-times/european-middle-ages-and-serfdom/v/feudal-system-during-the-middle-ages
- www.khanacademy.org/humanities/world-history/medieval-times/european-middle-ages-and-serfdom/v/serfs-and-manorialism
- BrainPOP
- Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

		Course--Western Civ
		Grade Level--7
		Unit--8
Course/Subject: Western Civilizations	**Grade: 7**	**The Holiest of Wars**	**Suggested Timeline: 2 weeks**

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards This class replaces the Western Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade. The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following: ● Distinguishing between primary and secondary sources ● Understanding cause and effect in history ● Analyzing maps, charts, and tables ● Comparing opposing historical perspectives ● Using close reading strategies to examine a variety of media ● Drawing conclusions from historical sources ● Identifying bias in historical texts ● Challenging over-simplified historical explanations ● Formulating thoughtful responses to document-based questions ● Developing creativity and individualized critical-thinking skills ● Utilizing a variety of technological resources
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages **Unit 8: The Holiest of Wars** Unit 9: Transforming Europe through the Renaissance

	Unit 10: The Age of Dissent and Division
	Unit 11: The Elizabethan Age
	Unit 12: The Age of Colonialism

Unit Title	The Holiest of Wars
Unit Summary	After the advent of Islam in the Middle East, Muhammad's followers begin their conquest to make the whole world Islam. After initial successes in spreading their world-view across all of the northern section of Africa and after conquering Spain, Islam faces its first real organized resistance. The nation-states of Europe begin to stir themselves to fight back. The struggle between Islam and Christianity takes the center stage, and the world is witness to a series of Crusades that pit Western ways of thought and warfare against the eastern ways of Islam. Commerce and politics are both affected greatly by over two centuries of conflict. The Crusades pitted the expansionist forces of Islam versus the combined forces of Christendom who felt it was their task to "recover" the Holy Lands from the invaders. New leaders rise and fall for both sides over the duration of this generations-long conflict, and the political face of the lands all around the Mediterranean is changed forever.

Unit Essential Questions:	Key Understandings:
1. What were the root causes of the Crusades, and what were the goals of both sides? 2. When large numbers of people travel over vast areas of foreign territory, what does this do to an individual's view of the world?	1. Students will demonstrate the ability to explain how Islam spread and acquired territory. 2. Students will demonstrate the ability to identify how the continuous power-plays among European nations prevented them from providing a unified defense against Islam. 3. Students will demonstrate the ability to recognize the characteristics of an insular world-view vs a cosmopolitan world-view.. 4. Students will demonstrate the ability to describe the roles of religious fervor and nationalism in providing motivation for war. 5. Students will demonstrate the ability to explain how Spain's experience with Islam was different from most other European nations. 6. Students will demonstrate the ability to describe non-military changes brought on by the era of the Crusades--especially those dealing with trade and communication.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
7.1.8.B	ExplainW and locate **places** and **regions** as defined by **physical** and **human features.**
8.1.8.A	Compare and contrast events over time and how continuity and change over time influenced those events.
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government

	Physical and human geography Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Students often think that the Crusades were a "settled culture" making war on a "settled culture." ● Students often think that the greatest effect of the Crusades was simple military dominance of one culture over another.	● The methods through which Islam expanded into Northern Africa and Southern Europe caused those regions to undergo a rapid state of change and adaptation. ● Even keeping in mind the long-standing animosity created between Christendom and Islam, the greatest effect of the Crusades was to open up the world to commerce, travel, and communication in a way that had never been available before.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
● Importance of culture and values in society ● Growth of a laws ● Growth of societies ● Significance of trade networks ● Significance of resources ● Significance of the fall and rise of empires	● Identify the stages of Islamic conquest on a map. ● Delineate the waves of Crusades on a provided timeline. ● Analyze the political environment that permitted the organization of trans-national armies in preparation for a Crusade. ● Identify the areas of the world that were "opened" to commerce with the West as a result of the Crusades. ● Recognize key figures from the tales of Robin Hood and how the Crusades played a part in their creation.	● Critical Thinking ● Courageous ● Collaborative ● Competent

	● Identify the significance of key figures and important events on both sides of the conflict	

Academic Vocabulary:

● Commerce	● Jihad	● Prestige
● Crusade	● Knight	● Reconquista
● Embark	● Infidel	● Sultan
● Heretic	● Persecution	● Tolerance

Evidence: Assessments and Performance Task(s)

- Completion of timeline of various stages of the Crusades
- Compare and contrast Muslim goals with European Christendom's goals
- Composition of original Robin Hood tale--including reference to Richard I and the Crusades
- Quizzes
- Round table evaluation of the effects of the Reconquista on Spanish history and culture

Interdisciplinary Connections:
- World languages with historical influences on Spanish development and culture
- Language Arts identifying elements of folklore and legend through the Robin Hood tales

Additional Resources:
- Maps
- Film--Robin Hood (2010) --selected clips
- Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

Course/Subject: Western Civilizations	Grade: 7	Transforming Europe through the Renaissance	Suggested Timeline: 5 weeks

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards This class replaces the Wetern Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade. The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following: ● Distinguishing between primary and secondary sources ● Understanding cause and effect in history ● Analyzing maps, charts, and tables ● Comparing opposing historical perspectives ● Using close reading strategies to examine a variety of media ● Drawing conclusions from historical sources ● Identifying bias in historical texts ● Challenging over-simplified historical explanations ● Formulating thoughtful responses to document-based questions ● Developing creativity and individualized critical-thinking skills ● Utilizing a variety of technological resources
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars **Unit 9: Transforming Europe through the Renaissance**

	Unit 10: The Age of Dissent and Division Unit 11: The Elizabethan Age Unit 12: The Age of Colonialism

Unit Title	Transforming Europe through the Renaissance
Unit Summary	With the world opened up in new ways following the explosion of international commerce and communication that followed in the wake of the Crusades, Europe enters a period of unprecedented growth and discovery. This unit will explore the development of the Renaissance mindset, including its focus on scientific development, artistic achievement, and architectural marvel. The unit will begin with the first great center of the Renaissance--Florence, Italy. It will explore how the wealth and patronage of the Medici's created great opportunity for thinkers and artists to congregate in one area and to meld together their ideas to create great change and upheaval in the culture around them. It will follow the Renaissance turmoil as it travels across Europe to England and explore how literature exploded across the continent with the advent of Johannes Gutenberg's new printing press. It will further examine the conflict created by this new "humanistic" view of the world and how the arts, astronomy, and medicine all ran afoul of traditional Church teachings in the time period, leading to cries of heresy and acts of violence. This last section will dovetail nicely with the next unit which delves more deeply into the ferment of the Restoration.

Unit Essential Questions:
1. What is "humanism," and how did it affect the great thinkers of the Renaissance?
2. What advances in human learning gave the opportunity for large populations to experience Renaissance ideas?

Key Understandings:
1. Students will demonstrate the ability to define the term Renaissance.
2. Students will demonstrate the ability to identify what factors of life in Florence made it an ideal spot for Renaissance growth to occur.
3. Students will demonstrate the ability to differentiate between Renaissance art and pre-Renaissance art.
4. Students will demonstrate the ability to describe the roles of the histories of Greece and Rome in influencing the Renaissance spirit.
5. Students will demonstrate the ability to evaluate which inventions and advances and discoveries had the greatest influence on the time period.
6. Students will demonstrate the ability to recognize the names and contributions of major Renaissance figures.

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
5.4.8.A	Describe how national interests lead to agreements and conflicts between and among countries.
6.3.7.D	Identify how governments limit or promote international **trade.**
7.1.8.B	Explain and locate **places** and **regions** as defined by **physical** and **human features.**
8.1.8.A	Compare and contrast events over time and how continuity and change over time influenced those events.
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.

Important Standards Addressed in the Unit:

CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Students often think that art and culture are of minor importance when determining the relative power or influence of a nation. ● Students often think that the Renaissance only affected the wealthy elite or the intellectuals of the time period.	● The expansion of artistic endeavors across the Renaissance world brought a new paradigm to the European continent-- one where a nation's pride and influence and wealth could easily be heightened or diminished by the output of its artists and thinkers. ● The Renaissance was not just a time of great change among the mighty of the world. Even for the poorest peasant in Europe, life would change dramatically over the time period of the Renaissance.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
● Importance of culture and values in society ● Discoveries of science ● Growth of societies ● Significance of international movements of individuals and populations	● Identify the geo-political resources of Florence ● Define humanism and be able to give an account of its influence on art and science ● Analyze the political environment that gave birth to the idea of patronage	● Critical Thinking ● Creative ● Collaborative ● Competent

● The impact of literacy and available texts ● Basic understanding of the major contributors to Renaissance thought	● Identify the urban centers that most typified the "Renaissance spirit" ● Recognize key figures in the arts--painting, sculpture, literature, and architecture--that had influence on Renaissance thought ● Identify the major strains of philosophy that originated or developed during the Renaissance ● Describe the conflict created by Renaissance thought versus Church dogma	

Academic Vocabulary:

● Astronomy ● Classical ● Florence ● Gutenberg	● Heresy ● Humanism ● Medici ● Naturalism	● Patronage ● Philosophy ● Realism ● Renaissance

Evidence: Assessments and Performance Task(s)

● Completion of biographical sketch of a Medici patron
● Evaluation in group study of the major cities of the time--which is the "true" center of culture
● Identification of philosophical ideals of the Renaissance from a class poster contest
● Quizzes
● Unit test--the major contributions and contributors to the European Renaissance

Interdisciplinary Connections:
● Fine art--with emphasis on notable Renaissance figures in art history
● Language Arts identifying elements of language and writing--specifically in the growth of the printed word

Additional Resources:
● Art history texts
● Google Earth
● Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

Course/Subject: Western Civilizations	Grade: 7	The Age of Dissent and Division	Suggested Timeline: 2 weeks

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards This class replaces the Wetern Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade.
	The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following:
	- Distinguishing between primary and secondary sources - Understanding cause and effect in history - Analyzing maps, charts, and tables - Comparing opposing historical perspectives - Using close reading strategies to examine a variety of media - Drawing conclusions from historical sources - Identifying bias in historical texts - Challenging over-simplified historical explanations - Formulating thoughtful responses to document-based questions - Developing creativity and individualized critical-thinking skills - Utilizing a variety of technological resources
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars

	Unit 9: Transforming Europe through the Renaissance
	Unit 10: The Age of Dissent and Division
	Unit 11: The Elizabethan Age
	Unit 12: The Age of Colonialism

Unit Title	The Age of Dissent and Division
Unit Summary	While the Renaissance provided the world with much that was good and helpful, it also challenged the old order of thinking. The old ways did not go down easily. After the peak of the Renaissance years, many nations across Europe started to compete in very open ways for power, authority, and wealth. The central power of the church became a major game piece in this multi-national game of chess. New ideas and the new availability of printed words called into question the historical dominance of the Catholic church and invited reformers and malcontents to question what had to this point been unquestionable. With the creation of the Anglican church by King Henry VIII, England ushered in a generations-long conflict between Catholicism and Protestantism in England. With the publishing of his 95 theses, Martin Luther started a great conflict in Germany. With the new availability of printed Bibles, various splinter groups began to come up with their own interpretations of what they believed. Religion and politics caused great schisms within nations and among nations as Europe went through a period of Reformation and re-aligning of its power structure.

Unit Essential Questions:
1. What was the source of the Church's power prior to the Reformation? And after?
2. What people groups in this time period split apart and went in separate ways? Which converged and joined together?

Key Understandings:
1. Students will demonstrate the ability to define the term Reformation.
2. Students will demonstrate the ability to define the causal relationship between events that led to the founding of the Anglican church
3. Students will demonstrate the ability to differentiate Catholic beliefs and Protestant beliefs.
4. Students will demonstrate the ability to describe the role of corrupt church practices in eroding faith in the institution of the church.
5. Students will demonstrate the ability to evaluate the effect of the actions of Martin Luther on European politics and religion.
6. Students will demonstrate the ability to recognize various powerful nations of the time period, who their allies were, and who their enemies were.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
5.4.8.A	Describe how national interests lead to agreements and conflicts between and among countries.
8.1.8.A	Compare and contrast events over time and how continuity and change over time influenced those events.
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.
8.4.8.A	Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history

Important Standards Addressed in the Unit:

CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	Proper Conceptions:
● Students often think that America's views on separating government power from church power have always been in effect. ● Students often think that the governments of the world have always been more or less receptive to a lack of homogeneity in ideas.	● The confluence of religious authority and state authority has been THE rule for the largest part of human history. ● The inability to continue to live peacefully in lands dominated by social and religious disunity is one of the greatest factors in causing the kind of separatism that resulted in large numbers of individuals seeking out new homelands in areas far from the regions of their birth.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices

• Importance of culture and values in society • Basic tenets of Catholicism/Protestantism • The effects of having a king as head of state and church • Significance of international movements of individuals and populations • The seeds of international conflict that are sown in this time period will lead to centuries of conflict between the nations of Europe. • Basic understanding of the major schisms of thought in the Reformation Era	• Identify the power struggle between monarchs and religious authorities and give examples of how both gained victories over each other • Define reformation and apply the term to the religious upheaval of the time period • Analyze the "corrupt" acts with which the Catholic Church was charged • Recognize key figures in church schisms and what changes each brought to the religious beliefs of his followers • Identify the major national alliances that grew out of this era • Describe the conflict in England in the time period between the reigns of Henry VIII and Elizabeth I.	• Critical Thinking • Conscientious • Collaborative • Communication

Academic Vocabulary:

• Annul • Celibate • Dogma • Ex-communication	• Iconoclasm • Indulgence • King Henry VIII • Martin Luther	• Pre-destination • Protestant • Reform • Theses

Evidence: Assessments and Performance Task(s)

- Oral presentation of Northern York "5 Theses"
- Completion of family tree of major European monarchs of the time period
- "Who am I?" Contest of competing philosophical/religious beliefs
- Quizzes

Interdisciplinary Connections:
- Language Arts identifying the responsibilities inherent in a "literate" society and the problems of individual interpretation of texts

Additional Resources:
- Maps
- Website--Brittanica--family trees of Reformation Europe
- Primary Sources

Created By: Dawn Hazen and Mark Clendaniel

Course/Subject: Western Civilizations	Grade: 7	The Elizabethan Age	Suggested Timeline: 3 weeks

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards This class replaces the Wetern Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade. The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following: - Distinguishing between primary and secondary sources - Understanding cause and effect in history - Analyzing maps, charts, and tables - Comparing opposing historical perspectives - Using close reading strategies to examine a variety of media - Drawing conclusions from historical sources - Identifying bias in historical texts - Challenging over-simplified historical explanations - Formulating thoughtful responses to document-based questions - Developing creativity and individualized critical-thinking skills - Utilizing a variety of technological resources
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance

	Unit 10: The Age of Dissent and Division **Unit 11: The Elizabethan Age** Unit 12: The Age of Colonialism

Unit Title	The Elizabethan Age
Unit Summary	The reign of Elizabeth I in England is often characterized as a Golden Age of Great Britain. Literature and Art and Politics all pointed toward Great Britain as a world leader. With the increased rivalry with other European powers--especially France and Spain--Britain's hegemony fluctuated over the years, but a clear look at the period gives no doubt as to the ascendancy of the British Empire as leaders began to look outside of their traditional borders and began looking to the New World and to the Far East for colonial properties to develop. The rise of Elizabeth as a patron of the arts is seen most clearly in her support of England's greatest playwright, William Shakespeare. This unit will deal with Shakespeare's effect on English culture and pride as well as his effect on the English language. Probably the single most significant military event of her reign was England's defeat of the Spanish Armada, ending the threat of a Spanish invasion of England. The seeds of colonialization were also sown in this era as many disaffected members of British society were encouraged to seek new lives in areas of colonial expansion, creating fertile ground for religious dissenters and financial speculators to expand Western ideals to as yet unreached geographic locations.

Unit Essential Questions:
1. What events of Elizabeth's reign prompt historians to call this time period a "Golden Age?"
2. How did the changing world setting of the Elizabethan Age lead to a focus on colonial expansion as a sign of prestige and wealth for Western nations?

Key Understandings:
1. Students will demonstrate the ability to trace the history of the conflict between Anglican and Catholic sections of the British Empire.
2. Students will demonstrate the ability to recognize major works of William Shakespeare and their effects on modern literature and culture--especially popular culture like Disney films and modern idioms.
3. Students will demonstrate the ability to define the effect Elizabeth had on the nation in her role as the "matron" of the arts.
4. Students will demonstrate the ability to describe events leading up to the defeat of the Spanish Armada and the effects of that defeat on world climate and British dominance of the seas.
5. Students will demonstrate the ability to evaluate the effect of having an unmarried woman on the throne of England at this pivotal time in history.
6. Students will demonstrate the ability to recognize various separatist groups and their abilities/desires to remove themselves from mainstream British culture.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
5.4.8.A	Describe how national interests lead to agreements and conflicts between and among countries.
7.4.8.A	Illustrate the effects of the physical systems on people within regions.
8.1.8.A	Compare and contrast events over time and how continuity and change over time influenced those events.
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.

8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history.

Belief systems and religions
Commerce and industry
Technology
Politics and government
Physical and human geography
Social organizations |
| **8.4.7.D** | Explain how conflict and cooperation among groups and organizations have impacted the history of the world. |
| **8.4.8.A** | Compare the role groups and individuals played in the social, political, cultural, and economic

development throughout world history |

Important Standards Addressed in the Unit:	
CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
CC.1.3.7.H	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	**Proper Conceptions:**
● Students often think that Elizabethan events come from the time period of Old English and are politically and culturally remote from the American experience.
● Students often think that Kings and Queens are just a fanciful remnant of a fairy-tale culture.	● The codification of Shakespearean English is actually one of the turning points in language and culture that points to the arrival of Modern English in linguistic study, and the ideals of government and social protest that rise in this time period are direct antecedents to the establishment of the later condition of rebelliousness and self-rule that results in the establishment of independent nations in the New World.
● The degree to which a monarch's personality and political skill can shape the spirit and character of a nation can not be

overstated in the real world--not just in fairy tales or children's stories.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
- Importance of culture and values in society - The significance of national borders and boundaries - The effects of having a woman in a position of power in a historically male-dominated society - Significance of international movements of individuals and populations - The fluid quality of language as it changes from era to era - Basic understanding of the land grant system of pre-colonial times.	- Identify the roots of the English/Irish conflict and its ties to the Catholic/Anglican argument - Recognize the shift in the English language from the early Modern English stage to the late Modern English stage - Analyze the military tactics used in the defeat of the Spanish Armada - Recognize the ways in which British citizens identified with Elizabeth as their queen and how her life and personality affected her relationships with the monarchs of other nations - Identify several major Shakespearean works and their place both in the contemporaneous culture and in modern culture - Describe the benefits of colonialization to both Britain and to separatist groups within Britain.	- Critical Thinking - Collaborative - Communication

Academic Vocabulary:

- Armada - Bard - Circumnavigation - Colonialism	- Figurehead - Globe Theater - Monarchy - Nationalism	- Papacy - Sonnet - Succession - Tower of London

Evidence: Assessments and Performance Task(s)

- Elizabethan commoner journal
- Comparison/contrast of Shakespearean plots/language with modern examples--collaboration and presentation
- Battle map of the defeat of the Spanish Armada
- Quizzes
- Guided completion of notes

Interdisciplinary Connections:
- Language Arts -- ties to Shakespearean literature and the origins of English language drama
- Fine arts -- ties to the artistic development of English late-Renaissance works of art and architecture
- Science -- ties to a study of weather and oceanography that affected the outcome of the British defense of their island home

Additional Resources:
- Maps
- Selected film clips from *The Lion King* and *Macbeth*
- Word lists of Elizabethan English
- Primary Sources

		Course--Western Civ
		Grade Level--7
		Unit--12

Course/Subject: Western Civilizations	Grade: 7	The Age of Colonialism	Suggested Timeline: 1 week

Grade Level Summary	The Western Civilization course is a survey of Western cultures and history beginning with the earliest human civilizations of the Fertile Crescent and leading all the way up to the Elizabethan Age and the time of Colonialism. All seventh-grade students take this course which was aligned with the PA Core Standards This class replaces the Wetern Civilizations course which was once a part of the high school curriculum. The course has been modified to be age-appropriate and skill-appropriate for seventh-grade learners. The study begins with a basic examination of what is meant by the term "civilization" as it applies to the history of the human race. The course then traces the development of human culture through the early periods of the Mesopotamian nations, through the rise and dominance of Egypt, through the foundational cultures of Greece and Rome, and onward as the nation-states of Europe developed, rose, and fell. The students will interact with both factual events and historical uncertainties. The rise of various religions affected the spread of culture, especially the arrival of the three main monotheistic religions of Judaism, Christianity, and Islam. The continent of Europe developed slowly over time and was frequently torn by both cultural and religious strife. Eventually emerging from the chaos of the Middle Ages with its emphasis on feudal structure, the Renaissance caused a major shift in the minds and practices of the most dominant of the European states. To conclude the course, students will discuss the rise of British power, specifically the Elizabethan Age and the Age of Colonialism that followed. The end of the course should dovetail nicely with the beginnings of American History which the students will study the following year in eighth grade. The course is also intended to develop several key Social Studies skills. The course will have an emphasis on, but is not limited to, the following: ● Distinguishing between primary and secondary sources ● Understanding cause and effect in history ● Analyzing maps, charts, and tables ● Comparing opposing historical perspectives ● Using close reading strategies to examine a variety of media ● Drawing conclusions from historical sources ● Identifying bias in historical texts ● Challenging over-simplified historical explanations ● Formulating thoughtful responses to document-based questions ● Developing creativity and individualized critical-thinking skills ● Utilizing a variety of technological resources
Grade Level Units	Unit 1: The Beginnings of Human History Unit 2: Civilization in Egypt Unit 3: The Spread of Early Cultures and the Rise of Empires Unit 4: The Ascension of the Greeks Unit 5: All Roads Lead to Rome Unit 6: The Spread of Germanic Peoples and the Rise of Islam Unit 7: Feudalism in the Middle Ages Unit 8: The Holiest of Wars Unit 9: Transforming Europe through the Renaissance

	Unit 10: The Age of Dissent and Division
	Unit 11: The Elizabethan Age
	Unit 12: The Age of Colonialism

Unit Title	The Age of Colonialism
Unit Summary	The history of Europe prior to the advent of colonialism was a history of struggle over known lands with established resources and recognized economic value. However, with the advances in science and technology that grew out of the Renaissance, newly opened areas of the globe provided a whole new battleground in which established nations could compete for greater wealth, power, and prestige. In this unit, students will examine the motivations, machinations, and methods of various nations as they sent explorers, then colonizers, then settlers into the New World. The primary focus will be on the activities of the British, Spanish, French, Portuguese, and Dutch as they established footholds in new territories. The students will also be exposed to the variety of indigenous peoples that Western explorers encountered and the variety of ways in which those interactions turned out.

Unit Essential Questions:
1. What benefits did European nations hope to gain by establishing colonies?
2. What were the major differences between citizens of nations in the "colonies" as opposed to the citizens in the "homeland?"

Key Understandings:
1. Students will demonstrate the ability to identify major trade routes and exploratory missions on a map.
2. Students will demonstrate the ability to articulate the rationale behind European nations spending large sums of money and resources to create colonies in the New World.
3. Students will demonstrate the ability to define the effect of Renaissance advances on both the desire to create colonies and the ability to do so.
4. Students will demonstrate the ability to identify the different contributions of different nations to the establishment of trade routes and colonial claims in the New World.
5. Students will demonstrate the ability to evaluate the moral underpinnings of colonialism and its effect on indigenous populations.
6. Students will demonstrate the ability to extrapolate how the policies used in creating colonies in this time period can lead to the explosion of revolution in the next.

Focus Standards Addressed in the Unit:

Standard Number	*Standard Description*
5.4.8.A	Describe how national interests lead to agreements and conflicts between and among countries.
7.4.8.A	Illustrate the effects of the physical systems on people within regions.
8.1.8.A	Compare and contrast events over time and how continuity and change over time influenced those events.
8.4.7.A	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.
8.4.7.B	Explain the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.7.C	Differentiate how continuity and change have impacted world history. Belief systems and religions Commerce and industry Technology

	Politics and government
	Physical and human geography
	Social organizations
8.4.7.D	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.
8.4.8.A	Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history

Important Standards Addressed in the Unit:

CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
CC.1.3.7.H	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
CC.8.5.6-8.B.	Determine central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8. C	Identify key steps in a text's description of a process related to history/social studies.
CC.8.5.6-8 D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8 E.	Describe how a text presents information.
CC.8.5.6-8 F	Identify aspects of a text that reveal an author's point of view or purpose.
CC.8.5.6-8 G	Integrate visual information with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgement in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.5.6-8 J	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
CC.8.6.6-8 A	Write arguments focused on discipline-specific content.

Misconceptions:	**Proper Conceptions:**
- Students often think that the establishment of a colony was as simple as a group of individuals hopping on and off of a boat. - Students often think that European interactions with indigenous peoples were universally hostile and antagonistic.	- The sequence of events that led up to the establishment of a successful and profitable colony was long and involved and often only occurred after a painful and expensive series of trial and error attempts. - The ways in which Western European culture collided with the culture of the people groups inhabiting the Americas was widely varied and ran the whole range of possibilities from symbiosis to open warfare.

Knowledge & Concepts	**Skills & Competencies**	**Dispositions & Practices**
- Importance of culture and values in society - The difficulties of pre-modern transportation and communication	Identify the goals of the various groups and individuals that involved themselves in colony-planting in this time period	- Critical Thinking - Communication - Conscientious - Courageous

- The economical advantages of resource acquisition
- Significance of international movements of individuals and populations
- The barriers to peaceful co-existence between people groups
- The long-reaching effects of colonialism and empire-building

- Characterize the types of individuals who would take on voyages of exploration and the types who follow as long-term settlers/colonists
- Analyze the trade of map-making and the skills needed for open water navigation
- Recognize the ways in which the personalities of the individuals in the colonies made them inherently more difficult to govern
- Identify several different ways in which Europeans interacted with indigenous peoples all across the New World
- Evaluate the "winners and losers" of the Age of Exploration

Academic Vocabulary:

● Astrolabe	● Conquistador	● Indigenous
● Cash crop	● Frontier	● Mercantilism
● Charter	● Hemisphere	● Pilgrim
● Columbian	● Indenture	● Straits of Magellan

Evidence: Assessments and Performance Task(s)

- Explorers world map
- Collaborative guided round table for determining morality of subjugation of indigenous peoples
- "The Classroom as a Sailing Ship" exploration exercise
- Quizzes
- Guided completion of notes

Interdisciplinary Connections:
- Mathematics -- ties to arithmetic and geometry in use of astrolabe
- Science -- ties to a study of cartography and astronomy

Additional Resources:
- Maps
- Website--howstuffworks.com--astrolabe
- Primary Sources

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