

# 7<sup>th</sup> Grade Social Studies

## Pacing Guide and Unpacked Standards



**GROVEPORT  
MADISON**  
SCHOOLS

**Developed by:**

Teresa Malloy, GMLSD School Improvement Coordinator  
Craig Lomonico, GMLSD School Improvement Coordinator  
Amon Dobbins, GMLSD School Improvement Coordinator  
Carri Meek, School Improvement Specialist,  
Instructional Growth Seminars and Support  
Garilee Ogden, GMLSD Director of Curriculum, Instruction and Professional Development

Resources: School District U-46, of Chicago, IL, The Ohio Department of Education,  
Columbus City Schools, Common Core Institute and North Carolina Department of Public Instruction.

We would like to thank the teachers of GMLSD that provided feedback and support.

# Groveport Madison Social Studies Pacing Guide

## Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age

7	History	Geography	Government	Economics	Standards for Literacy- Reading (Integrate Throughout Each Topic)
<b>1st 9 wks</b>	<p><b>HL.1-</b> Historians describe events from the perspective of those alive at the time</p> <p><b>HL.2</b> Greek &amp; Roman civilizations impact later civilizations</p>	<p><b>GE.12</b> Maps used to trace human settlement over time</p> <p><b>GE.13</b> Geographic factors impact social movement</p>	<p><b>GO.16</b> Understanding perspectives of others needed for analysis</p> <p><b>GO.17</b> Greek &amp; Roman styles of Gov't were unique and transitional</p>		<p><b>RH.6-8.1</b> Cite specific textual evidence to support analysis.</p> <p><b>RH.6-8.2 (a,b)</b> Analyze central ideas &amp; summarize</p> <p><b>RH.6-8.3</b> Follow precisely a multistep procedure.</p> <p><b>RH.6-8.4</b> Determine the meaning of symbols &amp; key terms</p>
<b>2nd 9 wks</b>	<p><b>HL.2</b> Greek &amp; Roman civilizations impact later civilizations</p> <p><b>HL.3</b> Germanic Invasions &amp; their impact on Europe and Asia</p> <p><b>HL.4</b> Mongol influence on China, Korea, &amp; Japan</p>	<p><b>GE.13</b> Geographic factors of Rome impact social movement</p> <p><b>GE.14</b> Trade routes in Africa, Asia, &amp; Europe impacted technological and religious expansion</p> <p><b>GE.15</b> Factors in cultural diffusion: transportation, communication, &amp; technology</p>	<p><b>GO.17</b> Greek &amp; Roman styles of Gov't were unique and transitional</p>	<p><b>EC.21</b> Growth of Cities impact on markets, specialization, &amp; transition to monetary economies</p>	<p><b>RH.6-8.5</b> Analyze structure of text.</p> <p><b>RH.6-8.6</b> Analyze author's purpose</p> <p><b>RH.6-8.7</b> Integrate quantitative or technical information visually</p> <p><b>RH.6-8.8</b> Distinguish among facts &amp; speculations in a text</p> <p><b>RH.6-8.9</b> Compare and contrast gained information from the same topic.</p> <p><b>RH.6-8.10</b> Read, comprehend and respond to science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>
<b>3rd 9 wks</b>	<p><b>HL.4</b> Mongol influence on China, Korea, &amp; Japan</p> <p><b>HL.5</b> Impact of Islamic Culture leading into European Renaissance</p> <p><b>HL.6</b> Impact of Ideas from European Renaissance on wide spread cultural, scientific, and social changes</p> <p><b>HL.7</b> Impact of Reformation on religion, &amp; how Protestantism lessened Roman Catholic power &amp; influence</p>	<p><b>GE.14</b> Trade routes in Africa, Asia, &amp; Europe impacted technological and religious expansion</p>	<p><b>GO.18</b> Transition from feudalism to consolidation of power &amp; nation states</p>		<p><b>Standards for Literacy- Writing (Integrate Throughout Each Topic)</b></p>
<b>4th 9 wks</b>	<p><b>HL.8</b> African Empires growth in relation to trade routes</p> <p><b>HL.9</b> Impact of trans-Saharan slave trade</p> <p><b>HL.10</b> On impact of exploration on European economic and cultural influence</p> <p><b>H.11</b> Impact of the Columbian Exchange on different parts of the world</p>	<p><b>GE.14</b> Trade routes in Africa, Asia, &amp; Europe impacted technological and religious expansion</p> <p><b>GE.15</b> Factors in cultural diffusion: transportation, communication, &amp; technology</p>		<p><b>EC.19</b> Cost-Benefit analysis</p> <p><b>EC.20</b> The relationship between varied distribution of productive resources &amp; independent trade, interdependence, and specialization.</p>	<p><b>WHST.6-8.1 (a,b,c,d,e,f)</b> Write arguments to support claims &amp; thesis</p> <p><b>WHST.6-8.2 (a,b,c,d,e,f,g)</b> Write informative/explanatory texts.</p> <p><b>WHST.6-8.4</b> Develop, organize, &amp; produce clear and coherent writing.</p> <p><b>WHST.6-8.5</b> Develop &amp; strengthen writing through revision process</p> <p><b>WHST.6-8.6</b> Use technology, including the internet, to produce &amp; publish writing</p> <p><b>WHST.6-8.7</b> Conduct short research projects</p> <p><b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources, while avoiding plagiarism and following a standard format for citation.</p> <p><b>WHST.6-8.9</b> Support analysis &amp; draw evidence from informational.</p> <p><b>WHST.6-8.10</b> Write routinely over extended time frames.</p>

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.1**

**Historians and archaeologists describe historical and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.**

**Essential Understanding**

- Contextualizing past events and issues

**Extended Understanding**

- Avoiding presentism in evaluation of the past

**Vocabulary**

- Describe
- Perspectives
- Norms and Values
- Historian
- Archaeologist
- Primary Sources
- Historical Narrative

**Essential Skills:**

- The student can describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.
- The student can accurately describe historical events and issues from past historical periods.
- The student can describe the perspectives of people living in past historical periods and places.
- The student can discuss today's norms and values on historical events and issues.
- The student can explain why multiple sources and perspectives are needed to build a historical narrative.
- The student can explain how history is interpreted.
- The student can compare the perspectives of people living in past to today's norms and values.
- The student can investigate history through diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time.
- The student can evaluate a historian or archaeologist's interpretation of an event or issue.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.
- Historians and archaeologists provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They attempt to describe events through the perspectives of those living at the time.
- As students examine a historian or archaeologist’s interpretation of an event, students should look to see how they meet this standard. By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.
- Examine a variety of primary sources such historical accounts, paintings, maps, diaries and personal accounts to describe a historical event or period. Students create a written record (e.g., diary, news article, drawing, mural) on a historic event (e.g., opening of the Roman Coliseum) as if the student was alive during the time period.
- Students create advertisements on historic events, inventions and people (e.g., Islamic medicine, Roman architecture, Greek or Roman gods and goddesses [Apollo, Aphrodite, Poseidon], democracy [voting], Olympics, trade with Africa) from the perspective of people living at that time.
- **Career Connection:** Students will research the careers and roles involved in the preservation of the past (e.g., museum technicians, archivist, curator, preservationist, historian, and archaeologist). Through their research, students will explore how archaeological sites are excavated and studied, and how paintings and maps are preserved and studied.
- *Motel of the Mysteries* by David Macaulay - This book can be used as a discussion starter or as an introduction to an activity in which students create their own version using of the book using artifacts found in their school.

## Sample Question Stems and Performance Tasks

- Imagine you are an eyewitness to the following historical event:\_\_\_\_\_. Write a newspaper article giving an accurate account of the event. Remember that you are writing from the perspective of someone living at the time of the event.
- Compare two sources describing an issue from the perspective of people living at the time?
- Why is important to use multiple primary sources and perspectives when creating a historical narrative?

### 4.HI.2 (Prior Grade Standard)

Primary and secondary sources can be used to create historical narratives.

### 8.HI.1 (Future Grade Standard)

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.2**

**The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.**

**Essential Understanding**

- Enduring impact of Ancient Greece and Ancient Rome

**Extended Understanding**

- Evidence of Greek and Roman influence in the world today

**Vocabulary**

- Cite
- Enduring Impact
- Civilizations
- Engineering and Technology
- Art and Architecture
- Literature and History
- Law and Government

**Essential Skills:**

- The student can cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.
- The student can cite examples of engineering and technology developments in Ancient Greece.
- The student can cite examples of art and architecture developments in Ancient Greece.
- The student can cite examples of literature and history in Ancient Greece.
- The student can cite examples of engineering and technology developments in Ancient Rome.
- The student can cite examples of art and architecture developments in Ancient Rome.
- The student can cite examples of law and government developments in Ancient Rome.
- The student can explain how art and architecture in Ancient Greece influenced later civilizations.
- The student can explain how literature and history in Ancient Greece influenced later civilizations.
- The student can explain how engineering and technology in Ancient Rome influenced later civilizations.
- The student can explain how law and government in Ancient Rome influenced later civilizations.
- The student can explain how Ancient Rome contributed to the spread of Christianity.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece. Greece developed a “direct democracy.”
- The Greeks created the astrolabe, the pulley block, the wood screw, ore smelting and casting, and built faster ships. The influence of Ancient Greek art and building designs (e.g., rectangular temples with tall columns all around) can be seen in many cities today. Greek literature inspired the Romans and other writers over the centuries. Greeks also developed the study of history.
- Rome influenced government and law by creating the first republic with elected officials and a system of laws that laid the foundation for many governments. It created a written constitution, a tripartite government (executive, legislative and judicial branches), a system of checks and balances, and a sense of civic duty.
- Roman roads, basilicas, amphitheaters, aqueducts and layouts of cities continue to influence the modern world. Many modern government buildings have Roman styling that includes domes and arches.
- Roman literature and poetry impacted future western civilizations. Rome’s contributions to art include frescoes and sculptures.
- The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans, it eventually became the official religion of the empire.
- Teachers and/or students create a representation (e.g., preview box, artifact box, poster, collage) to introduce Greek or Roman civilizations and to show their impact on today’s society. Items can be real, plastic or pictures. For Greece, items can include olives, grapes, sailboats, skeletons, a Nike symbol, the U.S. Constitution, columns, Olympic medals, a marathon flyer, comedy and tragedy masks, etc.
- Have students create a commercial for a product used during Roman or Greek times. The commercial must be accurate to the time period.
- Lesson Plan: To Be or Not to Be Democratic - <http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531388>. This ODE Model Lesson can be adapted to Content Statements 2 and 17.
- The Roman Empire: In the First Century - <http://www.pbs.org/empires/romans/educators/lesson7.html> - This is Lesson VII in the PBS series that focus on the great achievements of Rome in technology and medicine. This site has lessons, activities and resources that can be adapted to this content statement.
- **Career Connection:** Students will research careers in engineering and technology, art and architecture, literature and history, or law and government. Students will explain the work in these careers today was influenced by developments in Ancient Greece and Rome. (CCS)

**Sample Question Stems and Performance Tasks**

- What is an example of the enduring impact of Ancient Greece on later civilizations?
- What is an example of the enduring impact of Ancient Rome on later civilizations?
- Decide whether an achievement \_\_\_\_\_ reflects the influence of Ancient Greece or Ancient Rome.
- Describe two examples of how Ancient Greece influenced later civilizations in the area of literature and history.
- Create a Venn diagram comparing government in the United States today to the government of Ancient Greece.
- Explain two ways in which the influence of Ancient Rome can be seen in the United States government and laws today.
- Research a key invention or development from of Ancient Greece or Ancient Rome. Explain how this innovation has influenced later civilizations and how it has been improved upon since the time of Ancient Greece or Ancient Rome.
- What engineering development in the Roman Empire aided the spread of Christianity?
- Assume the role of museum curator and create a museum exhibit (virtual or physical) illustrating the enduring impact of Ancient Greece and Rome on modern civilizations. The display should include visuals (with written narratives) of modern places and objects that reflect the influence of Greece and Rome on governance and law, engineering and technology, art and architecture, literature and history, and religion. The exhibit should make an argument about the legacy of Greece and Rome and support with it evidence and reasoning.

**(Prior Grade Standard)**

N/A

**8.GO.21 (Future Grade Standard)**

The U.S. Constitution protects citizens' rights by limiting the powers of government.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.3**

**The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new Empires in the region.**

### Essential Understanding

- The causes of the fall of the Roman and Byzantine Empires and the origins of feudalism

### Extended Understanding

- Evaluate the impact of the fall of the Roman and Byzantine Empires and transition to feudalism.

### Vocabulary

- Describe
- Germanic
- Feudal System
- Manorial
- Mongols
- Byzantine Empire
- Turks

### Essential Skills:

- The student can describe how Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems.
- The student can describe how the dominance of Mongols in Asia led to the destruction of the Byzantine Empire by the Turks.
- The student can describe the results of German invasions on the Roman Empire.
- The student can describe how power was organized in feudalism.
- The student can describe the economics of the manorial system.
- The student can identify areas conquered by Mongol invasions.
- The student can detail the fall of the Byzantine Empire to the Turks.
- The student can analyze the relationship between Germanic invasions and the transition to feudalism.
- The student can analyze the relationship between feudalism and the manorial system.
- The student can analyze the relationship between the Mongol invasions and the destructions of the Byzantine Empire.



**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- The breakup of the Roman Empire, hastened by Germanic invasions and the decline of Roman institutions such as a central government, led to the development of feudal and manorial systems.
- Feudalism was the system by which medieval Europeans organized their power and governments. Vassals received land and protection from a lord when they worked and fought for him. It might be understood as a pyramid with the monarch presiding over a hierarchy of less important vassals. The manorial system was related to feudalism. It was an economic relationship between the peasants and lord. The peasants worked on land owned by the lord in return for fixed dues in kind, money and services. The manorial system prevailed in many European countries.
- By the 13th century, the Mongols had invaded and established dominance in Central Asia, China, Persia, Tibet, Iraq, much of Asia Minor and all of southern Russia.
- The Byzantine Empire was invaded by the Ottoman Turks in the 14th and 15th centuries, and finally fell in 1453. Constantinople was the ultimate goal for the Turks since its physical position was very favorable economically, militarily and strategically.
- Use graphic organizers such as multi-tier timelines and flowcharts to help students sequence the order of events connecting the Germanic (Barbarian) invasions with the shift of the Roman capital to Byzantium. Students can describe how this set the stage for feudalism and the manorial system. (In the void that was created, new systems of government and economics emerged.)
- Create a feudal-manor recreation role play. Using a variety of social classes, assign students to be members of a particular social class. Provide students with a problem to solve within feudal manor life.

**Sample Question Stems and Performance Tasks**

- Explain the relationship between the Germanic invasions and the development to feudalism?
- Explain two reasons for the fall of the Roman Empire.
- Create a graphic organizer to illustrate the power structure in feudalism.
- Explain the economics of the manorial system. How was it related to feudalism?
- Identify the areas that were conquered by the Mongols. Explain how this development contributed to the fall of the Byzantine Empire.
- Create a multi-tier timeline connecting the Germanic invasions, movement of the Roman capital to Byzantium, Mongol invasions, and Ottoman Turk invasion of Byzantine Empire.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

N/A

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.4**

**The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.**

### Essential Understanding

- Impact of unification of China and Korea under Mongol rule vs. persistence of feudalism in Japan

### Extended Understanding

- Long term impact of persistence of feudalism in Japan

### Vocabulary

- Explain
- Influence
- Mongol
- Feudal System
- Insular and Isolated
- 13<sup>th</sup> and 14<sup>th</sup> Centuries

### Essential Skills:

- The student can explain how the Mongol influence led to unified states in China and Korea and how their failure to conquer Japan allowed a feudal system to persist.
- The student can discuss the Mongol conquering of China and Korea in the 13<sup>th</sup> and 14<sup>th</sup> centuries.
- The student can describe the effects of Mongol influence in China and Korea.
- The student can trace the trade of porcelain and silk in Asia.
- The student can discuss the failure of the Mongols to conquer Japan.
- The student can cite the characteristics of the feudal system in Japan.  
The student can explain how explain how Mongol unification strengthened trade in China.
- The student can explain the relationship between the Mongols failure to conquer Japan and the persistence of the feudal system in Japan.
- The student can analyze the long term impact of feudalism in Japan.
- The student can analyze the reasons why feudalism led to a more insular and isolated Japan.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. This dynasty strengthened trade in China by exporting porcelain and silk.
- Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries.
- The Mongols attempted to conquer Japan but were unsuccessful. Japan's system of feudalism persisted and, over time, led to an insular and isolated society that continued to the 19th century.
- Lesson Plan: Japan: Feudalism - [http://www.globaled.org/japanproject/lessons/lesson03\\_3.php](http://www.globaled.org/japanproject/lessons/lesson03_3.php) - This lesson plan from the Japan Project focuses on how Japan was impacted by an attempted Mongol invasion and its development of a feudal system.

## Sample Question Stems and Performance Tasks

- How did the Mongols' rule strengthen trade in China?
- Which statement explains how Mongol influence unified states in China and Korea?
- On a map, trace the route of the Silk Road and label the products that were trade among civilizations.
- Create a Venn diagram comparing China and Japan in the 13<sup>th</sup> and 14<sup>th</sup> centuries. What accounts for the differences in these civilizations?
- Share a description of feudalism in Japan?
- Feudalism persisted in Japan throughout the Middle Ages and Early Modern Era. Why did feudalism persist in Japan and not in other parts of Asia? What was a long term effect of feudalism in Asia?

### 6.GE.7 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

### (Future Grade Standard)

N/A

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

### 7.HI.5

**Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.**

#### Essential Understanding

- How achievements of Islamic civilization spread to Europe

#### Extended Understanding

- Long term impact of Islamic achievements on the world

#### Vocabulary

- Describe
- Achievements
- Islamic Civilization
- Astronomy
- Chemistry
- Italian Renaissance
- Conquest
- Crusades

#### Essential Skills:

- The student can describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.
- The student can cite Islamic contributions in medicine.
- The student can cite Islamic advances in astronomy.
- The student can cite Islamic achievements in chemistry and math.
- The student can cite Islamic developments in maps and exploration.
- The student can explain how Islamic achievements spread to Europe through trade, conquests, and the Crusades.
- The student can analyze the impact of the golden age of Islam on the Italian Renaissance.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. This year, the study focuses on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.
- Muslims made contributions in anatomy, physiology and pharmacology, and in medicine with the creation of a medical textbook. Islamic advances in astronomy aided their development of a calendar and improvement of the astrolabe. They helped establish chemistry as a distinct branch of science and trigonometry as a distinct branch of mathematics. Muslims produced world maps and, later, served as navigators for European explorers.
- Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades.
- As the golden age of Islam was waning in the 15th century, its impact on learning and culture was evident in the Italian Renaissance that began to flourish.
- Artistic Exchange: Europe and the Islamic World - <http://www.cie.org/artistic-exchange-europe-and-the-islamic-world> - The Council of Islamic Education provides this lesson on the artistic exchange between Europe and the Islamic world featuring works in the National Gallery of Art's collection. Although it is designed for high school students, it can be adapted for lower grades. Scroll down to the lesson.

## Sample Question Stems and Performance Tasks

- Describe achievements that were contributions made by Islamic civilization in the Middle Ages.
- Describe four contributions of Islamic civilization in the areas of medicine, science, math, and exploration.
- Create a timeline showing achievements of Islamic civilization leading up the Italian Renaissance.
- How was Islamic learning and culture evident in the Italian Renaissance?
- Cite two ways in which Islamic achievements spread to Western Europe.
- On a map, trace the growth of Islamic civilization. How did this growth influence Western Europe?

### 6.GE.8 (Prior Grade Standard)

Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (...Islam...)

### 9.HI.5 (Future Grade Standard)

The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.6**

**The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.**

**Essential Understanding**

- Changes in Europe that resulted from new ideas in the Renaissance

**Extended Understanding**

- Connections among the Renaissance, Reformation, Scientific Revolution, and Enlightenment

**Vocabulary**

- Analyze
- Revolutionary
- Renaissance
- Greco-Roman
- Transformed
- Social Change

**Essential Skills:**

- The student can analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.
- The student can define Renaissance.
- The student can cite revolutionary ideas in the Renaissance.
- The student can describe characteristics of Greco-Roman civilization.
- The student can explain changes in arts, literature, and education during the Renaissance.
- The student can describe the new scientific theories about the earth and its place in the universe.
- The student can place eras and events on a timeline from Ancient Greece and Rome to the Renaissance.
- The student can analyze ways the Renaissance reflected a rebirth of Greco-Roman ideas.
- The student can analyze ways the social changes that took place during the Renaissance transformed Europe.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society.
- The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society.
- It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of the earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church.
- Create a PowerPoint presentation or Google Map multimedia tour of museums that relate to the Renaissance (e.g., Palace of Versailles, Louvre, British Museum of Art).
- Renaissance: What Inspired This Age of Balance and Order? <http://www.learner.org/interactives/renaissance> - A product of the Annenberg Foundation, this site offers multiple resources and interactive features for students.

## Sample Question Stems and Performance Tasks

- Examine the Renaissance paintings and explain how these works of art show the influence of Greco-Roman ideas during the Renaissance?
- Research an influential person from the Renaissance. Write an essay or create a multimedia presentation showing why this individual's achievements were important to the Renaissance and contributed to social change in Europe.
- Create a timeline of key developments and important works of art and literature during the Renaissance. For each timeline entry, explain how the development helped transform European society.
- Why did the scientific theories of the Renaissance challenge the authority of the Roman Catholic Church?

### (Prior Grade Standard)

N/A

### 9.HI.6-7 (Future Grade Standard)

Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.7**

**The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.**

**Essential Understanding**

- Impact of the Reformation on influence of the Roman Catholic Church

**Extended Understanding**

- Long term impact of the Protestant Reformation

**Vocabulary**

- Analyze
- Decline
- Protestant
- Reformation
- Roman Catholic Church
- Political Power
- Social Influence

**Essential Skills:**

- The student can analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.
- The student can describe the origins of the Protestant Reformation.
- The student can cite complaints against the Roman Catholic Church by Protestant groups.
- The student can explain the Roman Catholic Church's response to reform efforts.
- The student can identify Protestant groups that began in Europe during the Reformation.
- The student can describe ways in which the power of the Roman Catholic Church declined.
- The student can trace the spread of Protestantism on a map of Europe.
- The student can place events on a timeline from the Renaissance, Reformation, & Counter-Reformation.
- The student can analyze the relationship between the Renaissance and Reformation.
- The student can analyze the relationship between the Reformation and the decline of power of the Roman Catholic Church.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.
- The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g. use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).

## Sample Question Stems and Performance Tasks

- How did the Renaissance help lead to the Reformation?
- What complaints does Martin Luther have against the Roman Catholic Church?
- Read an excerpt from the Council of Trent. How did the Roman Catholic Church respond to calls for reform of policies and doctrines?
- Explain which groups were formed as part of the Protestant Reformation.
- Explain two ways in which the political power and social influence of the Roman Catholic Church declined as a result of the Reformation.
- Create a timeline showing important people and events from the Renaissance, Reformation, and Counter Reformation.

### (Prior Grade Standard)

N/A

### 9.HI.6-7 (Future Grade Standard)

Enlightenment thinkers applied reason to discover natural laws guiding human nature in social, political and economic systems and institutions.

Enlightenment ideas challenged practices related to religious authority, absolute rule and mercantilism.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.8**

**Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.**

**Essential Understanding**

- Growth of commercial and cultural centers along trade routes in Africa and Asia

**Extended Understanding**

- Long impact of cultural diffusion in the Eastern Hemisphere

**Vocabulary**

- Describe
- Empires
- Commercial
- Cultural Development
- Cultural Centers
- Trade Routes

**Essential Skills:**

- The student can describe how empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.
- The student can identify the source of wealth of for West African kingdoms.
- The student can cite products and ideas brought to West Africa by traders from Europe and the Middle East.
- The student can describe the role of Timbuktu as a commercial and cultural center.
- The student can list important commercial centers in Asia.
- The student can identify trade routes in Africa and Asia.
- The student can trace trade routes in Africa and Asia on a map.
- The student can explain the importance of trade in West African kingdoms.
- The student can analyze the relationship between trade and cultural change in West Africa.
- The student can analyze the impact of trade routes on cultural development.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Trade was central to the economic and cultural development of the West African kingdoms of Ghana, Mali and Songhay. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth), and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.
- Important commercial and cultural centers also developed in Asia. The Byzantine Empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of Eastern Europe.
- The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.
- China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.
- Have students participate in a silent barter in the model of West African Trading Kingdoms.
- West African Kingdoms - [http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index\\_section4.shtml](http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section4.shtml) - OSSRC reviewed this BBC website, which informs readers about the history and plight of West African Kingdoms through video, sound, pictures and information. Many opportunities for student interaction with the text are provided.
- Trekking to Timbuktu: Trade in Ancient West Africa - <http://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africastudent-version> - OSSRC reviewed this website, which teaches students how trade played an important role in the economy of West Africa between the 14th and 18th centuries.
- Lesson Plan: A Golden Age: Three West African Empires - <http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313f9> - This ODE Model Lesson can be adapted to Content Statement 8.
- Lesson Plan: Effects of the Silk Road - <http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897> - This ODE Model Lesson can be adapted to Content Statement 8.
- **Career Connection:** Students will research careers in international business and trade. Students will compare the methods and products involved in international trade today with those used in the Medieval world. (CCS)

### Sample Question Stems and Performance Tasks

- Why was trade among West African kingdoms and Europe and the Middle East important to the development of commercial centers.
- Which is an example of how trade influenced cultural developments in West Africa?
- Why was Timbuktu an important city in West Africa?
- Which factor contributed to the success of the Byzantine Empire?
- How did trade routes contribute to the growth of commercial centers in Asia?
- Imagine you are a trader along the Silk Road. Write a diary entry describing your travel route, what cities you encounter, and what products are being traded. Why are you willing to take such a risky adventure? What are the benefits of being a Silk Road trader?

#### 6.EC.14 (Prior Grade Standard)

When regions and/or countries specialize, global trade occurs.

#### 6.GE.7 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

#### (Future Grade Standard)

N/A

# Ohio's New Learning Standards - Clear Learning Targets Social

## Studies, Grade 7

7.HI.9

**The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.**

**Essential Understanding**

- Impact of the trans-Saharan slave trade

**Extended Understanding**

- Relationship between trans-Saharan slave trade and Atlantic slave trade

**Vocabulary**

- Describe
- Explain
- Effects
- Rationale
- Trans-Saharan
- Trans-Atlantic

**Essential Skills:**

- The student can describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.
- The student can describe the trans-Saharan slave trade.
- The student can describe the roles of slaves and conditions of enslavement in the trans-Saharan slave trade.
- The student can compare the trans-Saharan slave trade to the later Atlantic slave trade.
- The student can analyze how the trans-Saharan slave trade contributed to the development of powerful African states.
- The student can analyze how the trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.

### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.
- Unlike the Atlantic slave trade that began the 16th century, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.
- The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.
- This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.
- Students create a newspaper with articles on the Kingdom of Ghana and trans-Saharan slavery.
- The Achievements and Challenges of Mali - <http://www.worldtrek.org/odyssey/teachers/malilessons.html> - This site provides activities and resources on the culture and history of Mali.

### Sample Question Stems and Performance Tasks

- Create a Venn diagram comparing the conditions and roles of slaves under the trans-Saharan slave trade with those under the Atlantic slave trade.
- Explain the process of the trans-Saharan slave trade?
- How did the trans-Saharan slave trade contribute to the development of powerful African states?
- Explain two effects of the trans-Saharan slave trade on both West and Central Africa and the receiving societies.
- Explain why understanding the trans-Saharan slave trade is important to the study of the later trans-Atlantic slave trade.

#### 6.GE.7 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

#### 8.HI.4 (Future Grade Standard)

The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.10**

**European economic and cultural influence dramatically increased through explorations, conquests and colonization.**

**Essential Understanding**

- Spread of European influence through exploration and colonization

**Extended Understanding**

- Long term impact of European control on colonized territories

**Vocabulary**

- Describe
- Influence
- Economic
- Cultural
- Exploration
- Conquest
- Colonization

**Essential Skills:**

- The student can describe how European economic and cultural influence increased through explorations, conquests and colonization.
- The student can list new territories gained by European countries.
- The student can describe the economic benefits to European countries of exploration, conquest, and colonization.
- The student can explain how Europeans transformed the cultures of new territories.
- The student can discuss changes in government, religion, language, technology and culture in new European territories.
- The student can use a map to trace the exploration, conquests, and colonization of European powers in the America, Africa, and Asia on a map.

**Ohio Department of Education Model Curriculum Instructional Strategies and Resources**

- As the European powers gained new territories in the Americas, Africa and Asia, they impacted their own economies as well as the areasthey claimed. The European powers (e.g., England, France, Portugal, The Netherlands, and Spain) gained new wealth from the resources they acquired through their explorations, conquests and colonization.
- The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous peoples to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.
- Conquistadors - <http://www.pbs.org/opb/conquistadors/teachers/teachers.htm> - This PBS website has lessons on the Spanish colonization of the New World.

**Sample Question Stems and Performance Tasks**

- Explain how European countries benefitted economically from gaining new territories?
- Explain four effects of European exploration and colonization on the people living in the territories that were colonized or conquered by European countries.
- How did European exploration and colonization impact the culture of the territories controlled by Europe?
- Imagine you are living in a territory taken over by a European power. Write a letter or speech on how you feel about European control. Discuss how your way of life, government, and economy has changed since the Europeans took control.

**(Prior Grade Standard)**

N/A

**8.HI.2 (Future Grade Standard)**

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.



# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.HI.11**

**The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.**

### Essential Understanding

- How the Columbian Exchange connected Europe and the Americas

### Extended Understanding

- Long term impact of the Columbian Exchange

### Vocabulary

- Explain
- Reshaped
- Columbian Exchange
- Fauna
- Flora
- Pathogens
- Culturally
- Biologically

### Essential Skills:

- The student can explain how the Columbian Exchange reshaped previously unconnected societies in ways still evident today.
- The student can cite products that Europeans introduced to the Americas in the Columbian Exchange.
- The student can cite products that American Indians introduced to Europeans in the Columbian Exchange.
- The student can explain practices today that reflect the influence of the Columbian Exchange.
- The student can use a map to trace the exchange of products in the Columbian Exchange on a map.
- The student can analyze how American Indian and European cultures adapted to exchanges.
- The student can analyze the global impact of the Columbian Exchange culturally and biologically.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The Columbian Exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of fauna (animal life), flora (plant life) and pathogens (microorganisms that cause diseases) between Europe, the Americas and the rest of the world.
- Europeans introduced horses, pigs, sheep and cattle to the Americas. Foodstuffs that were transported included bananas, beans, citrus fruits, coffee, grapes, olives, rice and sugar cane. Europeans brought communicable diseases (e.g., measles, small pox) that ravaged the American Indian population.
- American Indians introduced Europeans to turkeys, as well as cacao beans, maize, potatoes, tomatoes, pineapples, pumpkins, peppers and tobacco. Diseases also were carried back to Europe, but with a less devastating impact than those brought to the Americas.
- The cultures in both continents adapted to these exchanges. For example, the horse became central to American Indian life, while the potato became an integral part of the Irish diet.
- The Columbian Exchange impacted societies in ways still evident today. Many countries in the Americas are major producers of foodstuffs and products from animals introduced by the Europeans. Likewise, Europeans are producers and consumers of foodstuffs introduced to them by the American Indians.
- Assign students to groups, each representing a different part of the world affected by the Columbian Exchange. Using the Internet, magazines or books, have each group track the movement of fauna, flora and pathogens from their places of origin to their assigned area of the world. Have them examine how this exchange reshaped the receiving societies in ways still evident today. Jigsaw the groups so students can share what they found.
- **Career Connection:** Students will research careers in agricultural production. Students will determine ways in which modern day agriculture in the United States was influenced by the products from the Columbian Exchange. (CCS)

**Sample Question Stems and Performance Tasks**

- Give two examples of animals that were introduced to the Americas in the Columbian Exchange.
- Give two examples of foodstuffs that were introduced to the Americas in the Columbian Exchange.
- Give two examples of animals that American Indians introduced to Europeans in the Columbian Exchange.
- Give two examples of foodstuffs that American Indians introduced to Europeans in the Columbian Exchange.
- Explain how cultures adapted to the exchanges made in the Columbian Exchange?
- Which is a negative impact of the Columbian Exchange?
- Write a position statement on whether the Columbian Exchange was more beneficial or harmful to the world. Support your claim with evidence and reasoning from text.
- Create a poster or multimedia presentation showing how the impact of the Columbian Exchange is evident in the world today.

**(Prior Grade Standard)**

N/A

**8.HI.2 (Future Grade Standard)**

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.GE.12**

**Maps and other geographic representations can be used to trace the development of human settlement over time.**

**Essential Understanding**

- Using maps and geographic tools to show human settlement over time

**Extended Understanding**

- How historical events are shaped by geography

**Vocabulary**

- Demonstrate
- Geographic Representations
- Satellite-produced Imagery
- Geographic Information Systems
- Spatial Relationships
- Population Density

**Essential Skills:**

- The student can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.
- The student can list geographic representation tools.
- The student can define spatial relationships.
- The student can cite examples of spatial relationships that are shown by geographic tools.
- The student can describe ways human settlement changes overtime.
- The student can define population density.
- The student can analyze historical maps for change overtime.
- The student can analyze aerial photographs for change over time.
- The student can analyze satellite-produced imagery and geographic information systems for change overtime.
- The student can use a map to illustrate how population density varies in relation to resources and type of land.
- The student can draw conclusions about how changes in geographic features have impacted spatial relationships.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present. These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries.
- Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.
- Have students use historical maps or other geographical representation to trace the development of human settlement of a region over time. For example, have them use maps to study trade routes and transportation networks between regions.
- Perry-Castaneda Library: Map Collection - <http://www.lib.utexas.edu/maps/index.html> - OSSRC reviewed this University of Texas at Austin website, which offers online maps, including historical maps, of most destinations in the world. In addition, this site has links to maps on other websites.
- Lesson Plan: Location, Location, Location - <http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80532a37> - This ODE Model Lesson provides activities that will engage students in the study of physical and historical maps of ancient river civilizations and can be adapted to Content Statement 12.
- **Career Connection:** Students will explore careers in geography-related fields such as cartographer, urban planner, environmental specialist, transportation specialist, climatologist, park ranger, etc. Students may be able to interview (live or through e-mail) individuals who work in these fields. (CCS)

## Sample Question Stems and Performance Tasks

- Explore a map that shows changes in human settlement patterns?
- A map can show changing political boundaries in Europe. Describe one effect these changes would have on human settlement in the region.
- Using a map that shows population density, describe why the population density would be low in the desert region and high in the coastal region?
- Which type of geographic representation would best show changes in the physical characteristics of a region over time?
- How would the changes in transportation networks change human settlement in the region?

### 6.GE.3 (Prior Grade Standard)

Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

### 8.GE.13 (Future Grade Standard)

Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.GE.13**

**Geographic factors promote or impede the movement of people, products and ideas.**

**Essential Understanding**

- How geography impacts the movement of people, products, and ideas

**Extended Understanding**

- How historical events are shaped by geography

**Vocabulary**

- Describe
- Promote
- Impede
- Proximity
- Geographic Factors
- Climate
- Natural Resources

**Essential Skills:**

- The student can describe how geographic factors can promote or impede the movement of people, products and ideas.
- The student can cite geographic factors that promote or impede the movement of people, products, and ideas.
- The student can describe ways in which people, products, and ideas move from place to place.
- The student can trace the movement of people, products, and ideas on a map.
- The student use geographic features on a map to determine how the movement of people, products, and ideas would be impacted.
- The student can analyze how climate promotes or impede the movement of people, products, and ideas.
- The student can analyze how bodies of water promote or impede the movement of people, products, and ideas.
- The student can analyze how mountains promote or impede the movement of people, products, and ideas.
- The student can analyze how deserts promote or impede the movement of people, products, and ideas.
- The student can analyze how proximity to natural resources promotes or impede the movement of people, products, and ideas.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Geographic factors (e.g., climate, bodies of water, mountains, deserts, proximity to natural resources) can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing.
- Using Geography to Learn About History - <http://www.nationalgeographic.com/xpeditions/lessons/17/g912/greece.html> - This National Geographic website has activities that can be aligned to Content Statement 13.
- Lesson Plan: Geography Matters in History - <http://www.nationalgeographic.com/xpeditions/lessons/17/g68/history.html> - This National Geographic lesson can be adapted for world studies.

## Sample Question Stems and Performance Tasks

- Give four examples of geographic factors that can promote or impede the movement people, products, and ideas.
- Explain how climate can promote or impede the movement people, products, and ideas.
- Explain how bodies of water can promote or impede the movement people, products, and ideas.
- Explain how mountains can promote or impede the movement people, products, and ideas.
- Explain how proximity to natural resources can promote or impede the movement people, products, and ideas.
- List factors that would promote or impede the movement of people, products, and ideas.

### 6.GE.7 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

### 8.GE.15 (Future Grade Standard)

The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

### 7.GE.14

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

#### Essential Understanding

- Spread of technology and religion through trade

#### Extended Understanding

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

#### Vocabulary

- Explain
- Fostered
- Trade Routes
- Technology
- Silk Road
- Islam
- Christianity
- Buddhism

#### Essential Skills:

- The student can explain how trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.
- The student can list products that were traded along the Silk Road.
- The student can describe the patterns of trade along the Silk Road.
- The student can describe how Islam expanded along the Silk Road.
- The student can describe how Christianity spread along roads in the Roman Empire and the Silk Road.
- The student can describe how Buddhism spread along trade routes in Asia.
- The student can use a map to trace the movement of products and religion along the Silk Road.
- The student can draw conclusions about the relationship between trade and the spread of religion.



## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Trade routes connecting Africa, Asia and Europe not only provided the exchange of technology, but also helped spread religious ideas.
- The spread of technology took place when caravans from the East brought products such as glass, paper, the magnetic compass and gunpowder along the Silk Road. Caravans from the West brought gold, precious metals and stones, ivory and textiles. Islam expanded as Muslim traders travelled along the Silk Road to Asia and along trade routes connected to African kingdoms. They exchanged goods such as ornamental weapons and utensils.
- Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also penetrated China through the Silk Road, the major trade route connecting Europe and Asia.
- Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.
- Develop a comprehensive map of the Salt Trade focusing on the rise of Kings and Empires. Do the same for the Silk Road using MarcoPolo's notebook as a guide.
- *The Story of Salt*, by Mark Kurlansky and S.D. Schindler
- Trekking to Timbuktu: Trade in Ancient West Africa - <http://edsitement.neh.gov/lesson-plan/lesson-2-trekking-timbuktu-trade-ancient-west-africastudent-version> - OSSRC reviewed this website, which shows how trade played an important role in the economy of West Africa between the 14th and 18th centuries.
- Silk Road: Spreading Ideas and Innovations - <http://asiasociety.org/countries-history/trade-exchange/silk-road-spreading-ideas-andinnovations> - This website of the Asia Society provides the impact of the Silk Road.
- Belief Systems Along the Silk Roads - <http://asiasociety.org/countries-history/trade-exchange/belief-systems-along-silk-roads> - This Asia Society website examines how religions and philosophies spread throughout the Silk Road over the centuries.

**Sample Question Stems and Performance Tasks**

- List two goods that caravans from the East traded along the Silk Road.
- List two goods that caravans from the West traded along the Silk Road.
- What is one cultural effect of trade along the Silk Road?
- How did trade networks and roads contribute to the spread of Islam?
- What factors contributed to the spread of Christianity throughout the Eastern Hemisphere?
- Describe the spread of Buddhism. What is one factor that helped Buddhism spread?

**6.GE.8 (Prior Grade Standard)**

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

**8.HI.2 (Future Grade Standard)**

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.GE.15**

**Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.**

### Essential Understanding

- How improvements in technology have led to cultural diffusion

### Extended Understanding

- Evaluating the positive and negative impact of cultural diffusion

### Vocabulary

- Improvements
- Facilitated
- Transportation
- Communication
- Technology
- Cultural Diffusion

### Essential Skills:

- The student can select examples of improvements in transportation, communication and technology and explain how they have facilitated cultural diffusion among peoples around the world.
- The student can define cultural diffusion.
- The student can describe reasons why cultural diffusion has increased over time.
- The student can give examples of improvements in transportation technology.
- The student can give examples of improvements in communication technology.
- The student can describe the effects of improvements in transportation technology.
- The student can describe the effects of improvements in communication technology.
- The student can use a map to trace the spread of technology and cultural diffusion.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Cultural diffusion refers to the spread of the traits, ideas and products of a culture. Diffusion has increased over time with improvements in transportation, communication and technology.
- Improvements in transportation and technology facilitated cultural diffusion. For example, the roads built by the Romans allowed for the spread of Christianity. The invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed Spain to explore new lands.
- Improvements in communication and technology facilitated cultural diffusion. For example, the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books. The printing of the Bible hastened the Protestant Reformation.
- Help students understand cultural diffusion using an analogy between the Internet and a historical event (e.g., the Silk Road, Crusades, Columbian Exchange) as a way of spreading ideas. Students can compare how the Internet and the historical event had similar, yet different effects. Students can compare how long it took to spread new ideas during the era of the historical event vs. today's sharing of ideas using the Internet.
- Silk Road: Spreading Ideas and Innovations - <http://asiasociety.org/countries-history/trade-exchange/silk-road-spreading-ideas-andinnovations> - This Asia Society website provides background information on the impact of the Silk Road.
- Belief Systems Along the Silk Roads - <http://asiasociety.org/countries-history/trade-exchange/belief-systems-along-silk-roads> - This Asia Society website examines how religions and philosophies spread throughout the Silk Road over the centuries.
- **Career Connection:** Students research, write about, and discuss how technology has changed the way people work throughout history. What new career opportunities have developed from technological advancements in recent years? (CCS)

## Sample Question Stems and Performance Tasks

- Explain cultural diffusion?
- Give two examples of improvements in transportation technology. Explain how each improvement facilitated cultural diffusion.
- Give two examples of improvements in communication technology. Explain how each improvement facilitated cultural diffusion.
- Describe factors that have increased cultural diffusion throughout history.
- How did the invention of the printing press contribute to cultural diffusion?
- What transportation improvement helped the spread of Christianity in the Roman Empire?

### 6.GE.7 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

### (Future Grade Standard)

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 7

**7.GO.16**

Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real world issues and events to classroom learning.

**Essential Understanding**

- Understanding multiple perspectives of individuals and groups

**Extended Understanding**

- Evaluating perspectives on historic and contemporary issues

**Vocabulary**

- Demonstrate
- Perspectives
- Historic Issues
- Contemporary Issues

**Essential Skills:**

- The student can demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.
- The student can define perspective.
- The student can explain that individuals and groups hold differing perspectives on historic and contemporary issues.
- The student can explain the factors that influence individual and group perspectives.
- The student can analyze perspectives in historical and contemporary sources.
- The student can compare the perspectives of various individuals and groups on historic and contemporary issues.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. For example, to reach an understanding of the dynamics of the trans-Atlantic slave trade, one should analyze the perspectives of those who justified it and those who opposed it, including the slaves. An understanding of the dynamics of colonialism should include an analysis of the perspectives of the colonial power and the colonized.
- It also is essential that one understands what may influence the perspective of an individual or group. These influences can be based on cultural, ethnic, religious or geographical contexts.
- Have students analyze the different perspectives of a historical event by examining diaries, letters, art, editorials, editorial cartoons and photographs. Students could be assigned to take a position on a given person in history and present his or her position on a critical issue of that time.
- Cafe Conversations - <http://www.facinghistory.org/resources/strategies/caf%C3%A9-conversations> - This website provides teaching strategies to help students gain an awareness of different perspectives of historical events

## Sample Question Stems and Performance Tasks

- What can influence the perspectives of individuals and groups on historic and contemporary issues?
- Create a Venn diagram comparing two perspectives on the following historic issue\_\_\_\_\_.
- Research the historic issue of\_\_\_\_\_. Write an essay explaining two perspectives on the issue. Which perspective do you agree with the most? Give evidence and explain the reasoning for your answer.

### 6.GO.9 (Prior Grade Standard)

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy

### 8.GO.1 (Future Grade Standard)

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.GO.17**

**Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.**

**Essential Understanding**

- Origins of democracy and republican forms of government in Greece and Rome and long-term influence of these governments

**Extended Understanding**

- Comparison of modern democracies and republics with Greece and Rome

**Vocabulary**

- Describe
- Explain
- Democracy
- Republic
- Monarchy
- Theocracy
- Structure of Government
- Function of Government

**Essential Skills:**

- The student can describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.
- The student can explain how they influenced the structure and function of modern democratic governments.
- The student can define democracy.
- The student can define republic.
- The student can define monarchy.
- The student can define theocracy.
- The student can describe the structures and functions of democracy in Ancient Greece.
- The student can describe the structures and functions of the Roman Republic government.
- The student can describe the structures and functions of modern democratic governments.
- The student can compare democracies and republics to monarchies and theocracies.
- The student can compare characteristics of government in the United States to Ancient Greece and Rome.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all of the citizens (i.e., males over 18 with Athenian fathers) participated.
- The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls and the Assemblies. Roman citizenship was granted to males if they had a parent who was a citizen, was a freed slave or made a huge payment. Citizens had rights and were expected to vote, register for the census and perform military service.
- Many governments today were influenced by the Greek and Roman models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches.
- Compare the governments of Rome and the United States using a compare and contrast chart or a Venn diagram. Have students use a visual representation (e.g., illustrations, collage) to demonstrate an understanding of monarchy, democracy and dictatorship.
- Lesson Plan: To Be or Not to Be Democratic - <http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531388> - This ODE Model Lesson can be adapted to Content Statements 2 and 17.
- **Career Connection:** Students research various careers in government and public service, such as elected official, civil servant, lobbyist, public opinion analyst, law enforcement officer, etc. Students may be able to interview (live or through e-mail) individuals who work in these fields. (CCS)

## Sample Question Stems and Performance Tasks

- Which statement correctly defines democracy?
- What statement correctly defines a republic?
- Describe two characteristics of democracy in Ancient Greece that have influenced modern democracies.
- Describe two characteristics of government in the Roman Republic that have influenced modern democracies.
- Compare the government of the United States today with the government of the Roman Republic by completing a Venn diagram.

### 6.GO.10 (Prior Grade Standard)

Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.

### 8.GO.20 (Future Grade Standard)

The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.



# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.GO.18**

**With the decline of feudalism, consolidation of power resulted in the emergence of nation states.**

### Essential Understanding

- How the decline of feudalism led to the formation of nation states

### Extended Understanding

- How the concept of the nation state has influenced the modern world

### Vocabulary

- Explain
- Decline
- Consolidation
- Emergence
- Feudalism
- Consolidation
- Nation States
- Magna Carta
- Democratic Principles

### Essential Skills:

- The student can explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.
- The student can define feudalism.
- The student can define nation state.
- The student can explain causes of the decline the decline of feudalism.
- The student can explain how kings consolidated power.
- The student can describe the circumstances that led to the signing of the Magna Carta.
- The student can explain how the consolidation of power led to the emergence of nation states.
- The student can explain democratic principles of the American Revolution.
- The student can analyze the relationship between the Magna Carta and democratic principles of the American Revolution.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments.
- Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states (i.e. sovereign territorial units characterized with defined borders, common languages, culture and values).
- As England emerged as a nation state, the lesser nobles limited the authority of the king by forcing him to sign the Magna Carta. The document placed limits on the power of the king and led to the development of democratic principles that influenced the Declaration of Independence and American Revolution.
- Have students form groups and assign them to investigate a particular European monarch who consolidated power into a nation state at the end of the Feudal period. Tell them to identify how the monarch gained and consolidated power and identify the characteristics of the country (e.g., language, culture, religion). Have students examine the succession of power after the death of the monarch, create visuals (e.g., map of the nation, nation's emblems) and make presentations (e.g., orally, magazine article, news program).
- Magna Carta: Cornerstone of the U.S. Constitution - <http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution> - This EDSITEMent! website provides an overview, lessons and resources on the impact of the Magna Carta on U.S. government.

## Sample Question Stems and Performance Tasks

- Explain one cause and one effect of the decline of feudalism in Western Europe.
- Share reasons for the decline of feudalism?
- Decide whether given factors reflect a cause or effect of the decline of feudalism in Western Europe.
- How is the emergence of the nation state related to the decline of feudalism?
- What circumstances led to the signing of the Magna Carta?
- Read an excerpt from the Magna Carta. What democratic principles are contained in this document? How did the Magna Carta influence the American Revolution?

### (Prior Grade Standard)

N/A

### 8.HI.5 (Future Grade Standard)

The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

### 7.EC.19

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

#### Essential Understanding

- Cost-Benefit analysis in economic decision-

making

#### Extended Understanding

- Applying cost-benefit analyze to personal decision-making

#### Vocabulary

- Explain
- Analyze
- Describe
- Potential
- Costs
- Benefits
- Cost-Benefit Analysis

#### Essential Skills:

- The student can explain why individuals, governments and businesses must analyze costs and benefits when making economic decisions.
- The student can describe how a cost-benefit analysis consists of determining the potential costs and benefits of an action.
- The student can define economic costs.
- The student can define economic benefits.
- The student can describe situations in which cost-benefit analysis is important.
- The student can make inferences about the potential economic benefits of a given action.
- The student can make inferences about the potential economic costs of a given action.
- The student can apply cost-benefit analyze to making an informed economic decision.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs with the benefits. The desired choice is when the benefits of a decision exceed the costs. This decision-making process is referred to as cost-benefit analysis.
- For example, individuals weigh the potential costs and benefits of purchasing expensive products or attending college. Governments do the same when making economic decisions such as erecting public buildings or funding military actions. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands. Businesses determine the potential costs and benefits of activities such as investing in research and development, expanding or changing production.
- **Career Connection:** Students will research a career path of interest and weigh the costs and benefits of potential career paths. Students should consider costs of training (college or technical school) and the potential benefits (income, job satisfaction). (CCS)

## Sample Question Stems and Performance Tasks

- Describe a potential cost of purchasing a new home?
- Describe a statement that shows a potential benefit of purchasing a new home?
- In terms of costs and benefits, why did many early civilizations engage in trade?
- Create a two-column chart and analyze the potential costs and benefits of the following economic issue,\_\_\_\_\_.
- Imagine you are a member of a national legislature. Your country is faced with a decision of whether or not to go to war against a neighboring nation that has been trying to claim parcels of land in your country for many decades. What are the potential costs and benefits of taking military action against another country? Write a short speech explaining why you believe the costs outweigh the benefits or the benefits outweigh the costs.

### 6.EC.12 (Prior Grade Standard)

The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

### 8.EC.22 (Future Grade Standard)

Choices made by individuals, businesses and governments have both present and future consequences.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.EC.20**

**The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.**

**Essential Understanding**

- Relationship between availability of resources and specialization and trade

**Extended Understanding**

- Evaluate decisions to engage in free trade or create trade barriers

**Vocabulary**

- Discuss
- Variability
- Distribution
- Productive Resources
- Specialization
- Trade
- Interdependence

**Essential Skills:**

- The student can discuss how the variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.
- The student can define productive resources.
- The student can give examples of productive resources.
- The student can define specialization.
- The student can define trade.
- The student can define interdependence.
- The student can use a map of natural resources to determine potential trade patterns.
- The student can analyze the relationship between natural resources and trade.
- The student can analyze the relationship between specialization and trade.
- The student can analyze the relationship between trade and interdependence.

### Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Productive resources are not distributed equally around the world. Productive resources (i.e., natural resources, human resources and capital goods) are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions.
- Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased.
- For example, the availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence.
- Effects of the Silk Road - <http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531897> - This ODE Model Lesson can be adapted to Content Statement 20.

### Sample Question Stems and Performance Tasks

- Explain how distribution of resources influence countries to engage in trade to meet their economic wants?
- How does a lack of resources in a region contribute specialization and trade?
- Explain specialization?
- Explain one reason why nations engage in trade and the effect of trade on nations.
- Why has global interdependence increased throughout history?

#### 6.EC.14 (Prior Grade Standard)

When regions and/or countries specialize, global trade occurs.

#### 8.EC.24 (Future Grade Standard)

Governments can impact markets by means of spending, regulations, taxes and trade barriers.

# Ohio's New Learning Standards - Clear Learning Targets

## Social Studies, Grade 7

**7.EC.21**

**The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.**

### Essential Understanding

- Relationship among growth of cities and empires and growth of markets, specialization and monetary economies

### Extended Understanding

- Analysis of trade issues in the modern global economy

### Vocabulary

- Markets
- Demand
- Specialization
- Barter
- Monetary Economy

### Essential Skills:

- The student can explain how the growth of cities and empires fostered the growth of markets.
- The student can describe how market exchanges encouraged specialization and the transition from barter to monetary economies.
- The student can define market.
- The student can explain market exchanges.
- The student can define specialization.
- The student can define barter economy.
- The student can define monetary economy.
- The student can analyze the relationship between growth of cities and growth of markets.
- The student can analyze the relationship between market exchanges and specialization.
- The student can compare barter and monetary economies.
- The student can analyze the relationship between market exchanges and the transition to monetary economies.

## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.
- Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so money-based systems were created.
- In a large group (e.g., whole class or grade), conduct an experiential learning bartering activity. Assign one empire (Mali, Songhay or Ghana) to each group of students and role play trade of items (e.g., salt, gold, wood).
- Create a role play of market trading. Use representative items for money, technology and religion. Organize students into villages with differing resources and in different geographic locations. Have students engage in trade (one trader per village at a time) with the goal of fulfilling basics of food, clothing and shelter, then trade for luxuries.
- Connect with Content Statement 8 (growth of empires along trade routes), Content Statement 9 (Trans-Saharan trade and the city of Timbuktu), Content Statement 10 (European economic growth) and Content Statement 14 (growth of trade routes).
- **Career Connection:** Students will research careers in economics such as financial planner, investment banker, stock broker, entrepreneur, marketing/advertising executive, corporate CEO, public finance manager. Students may be able to interview (live or through e-mail) individuals who work in these fields. (CCS)

## Sample Question Stems and Performance Tasks

- How does the growth of cities lead to the growth of markets?
- How did the growth markets encourage specialization?
- Define a monetary economy?
- Create a Venn diagram comparing the barter system and monetary economy system.

### 6.EC.15 (Prior Grade Standard)

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

### 8.EC.14 (Future Grade Standard)

When regions and/or countries specialize, global trade occurs.



# Common Core Standards for Literacy in Social Studies – Reading Standards 6-8

## **Key Ideas and Details:**

CCSS.ELA-LITERACY.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-LITERACY.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

## **Craft and Structure:**

CCSS.ELA-LITERACY.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

CCSS.ELA-LITERACY.RST.6-8.5

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

CCSS.ELA-LITERACY.RST.6-8.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

## **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RST.6-8.7

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CCSS.ELA-LITERACY.RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-LITERACY.RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

## **Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

# Common Core Standards for Literacy in Social Studies – Writing Standards 6-8

## CCSS.ELA-LITERACY.WHST.6-8.1

Write arguments focused on *discipline-specific content*.

### CCSS.ELA-LITERACY.WHST.6-8.1.A, B, C, D, E

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the argument presented.

## CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### CCSS.ELA-LITERACY.WHST.6-8.2.A, B, C, D, E, F

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style and objective tone; provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing:

## CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## CCSS.ELA-LITERACY.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

## CCSS.ELA-LITERACY.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge:

## CCSS.ELA-LITERACY.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## CCSS.ELA-LITERACY.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

## CCSS.ELA-LITERACY.WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.