

Randolph County Schools 7th Grade Social Studies Unit Planning

Seventh grade Social Studies continues where sixth grade Social Studies concludes. Students in Social Studies will continue to explore the history of the world beginning with the Age of Exploration continuing on through modern times. While factual information continues to be the backbone of the curriculum, the emphasis shifts to having students apply the content to the world around them.

Unit	Unit Title	NCOS Clarifying Objective	Conceptual Lens	Pacing
1	The Quest for More	7.H.1, 7.H.1.3, 7.H.2, 7.H.2.4, 7.G.2, 7.E.1, 7.E.1.1, 7.C&G.1.4, 7.C.1	Accumulation	4 Weeks
2	A New Way of Thinking	7.H.1, 7.H.1.3, 7.H.2.3, 7.G.2, 7.G.2.2, 7.E.1.3, 7.C&G.1.1, 7.C.1, 7.C.1.1, 7.C.1.2	Change	8 Weeks
3	Everybody Wants to Rule the World	7.H.1, 7.H.1.2, 7.H.2.1, 7.G.2.2, 7.E.1, 7.C&G.1, 7.C&G.1.1, 7.C&G.1.4, 7.C.1, 7.C.1.1	Authority	4 Weeks
4	A Change Would Do You Good	7.H.1, 7.H.1.1, 7.H.1.3, 7.H.2, 7.H.2.3, 7.G.1, 7.G.1.1, 7.G.1.2, 7.G.2, 7.G.2.1, 7.G.2.2, 7.E.1, 7.C.1.1	Growth	4 Weeks
5	All Around the World	7.H.1, 7.H.1.1, 7.H.1.3, 7.H.2.2, 7.H.2.4, 7.G.1.1, 7.G.2.2, 7.E.1.1, 7.E.1.4, 7.C&G.1.2, 7.C&G.1	Globalization	4 Weeks
6	Conflict and Cooperation	7.H.1, 7.H.1.3, 7.H.2, 7.H.2.1, 7.H.2.2, 7.G.1, 7.G.1.2, 7.C&G.1, 7.C.1	Unrest	6 Weeks
7	With Liberty and Justice for Some	H 1.2, H 2.1, H 2.2, G 2.2, E 1.1, E 1.2, E 1.3, C&G 1.2, C&G 1.3, C 1.1, C 1.2	Human Rights	6 Weeks

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Unit Title	The Quest for More
Time:	4 Weeks
Unit Overview	<p>During the Middle Ages, Europe became a thriving continent situated around medieval towns. Soldiers returning home from the Crusades had been to foreign lands and experienced luxury foreign goods. Now that they were back home, they wanted the luxury goods for themselves. Explorers began traveling to the far east in search of precious metals, silks, and spices to sell back in Europe. Because the trip east was long, explorers began seeking alternative routes to shorten the trip to increase their profits. This resulted in the discovery of the American continents which would have lasting effects on the Native populations and the African populations as well.</p>
Conceptual Lens	Accumulation
Essential Standards and Clarifying Objectives	<p>7.H.1 Use historical thinking to analyze various modern societies</p> <p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>7.H.2 Understand the implications of global interactions.</p> <p>7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.</p> <p>7.G.2 Apply the tools of a geographer to understand modern societies and regions.</p> <p>7.E.1 Understand the economic activities of modern societies and regions.</p> <p>7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).</p> <p>7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).</p> <p>7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.</p>
Knowledge Indicators	<p>I can read historical documents and summarize key points to demonstrate comprehension.</p> <p>I can explain how geography, population trends, and culture shaped societies and regions.</p> <p>I can use maps to validate historical facts and to draw conclusions about social and economical issues.</p> <p>I can understand the effects of disease on populations, societies, and regional development.</p> <p>I can explain how differences in leadership influence political decisions for people and nations.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	The Quest for More
History	Leadership
Geography	Location
Civics & Gov.	Political Systems, Governmental Systems
Econ. & PFL	Needs, Wants, Trade, Exchange
Culture	Culture, Values and Beliefs,
Generalizations	<ol style="list-style-type: none"> 1. Needs and wants may influence the location of trade and the types of goods that are exchanged. 2. Interaction amongst cultures may influence the growth of values and beliefs. 3. Leadership can strengthen or weaken political and governmental systems.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Needs and wants may influence the location of trade and the types of goods that are exchanged.</p> <ol style="list-style-type: none"> 1. What goods and ideas were traded between Europe/Asia and Europe/America? (F) 2. How did explorers overcome obstacles created by location? (C) 3. Should the US trade with nations that support ideas and values that conflict with ours? (P) <p>Interaction amongst cultures may influence the growth of values and beliefs.</p> <ol style="list-style-type: none"> 1. What were some of the goods exchanged during the Colombian Exchange/ Rev. period? (F) 2. How did the exchange of goods and ideas impact cultures? (C) 3. Does a culture lose its own true identity through interaction with foreign cultures? (P) <p>Leadership can strengthen or weaken political and governmental systems.</p> <ol style="list-style-type: none"> 1. How did the desire for wealth motivate rulers and affect their countries? (F) 2. How did rulers use wealth and power to dictate social order and social structure? (C) 3. Should leaders be given additional power if they prove themselves capable of adding wealth to their homeland?

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Unit Title	The Quest for More
Essential Questions	<ol style="list-style-type: none"> 1. What were the factors that led to exploration including economic, cultural, and imperialism? 2. Who were prominent explorers and what were key details of their voyages and expeditions? 3. How did contact between foreign peoples resulted in cooperation and conflict? 4. How did imperialism and greed contribute to the rise and decline of civilizations? 5. What underlying factors of historical conflicts exists in conflicts of today?
Critical Content	<ol style="list-style-type: none"> 1. What were the motives for European exploration? 2. Who was Marco Polo and why did he travel to China? 3. How did the works of Marco Polo influence other Europeans in their eastern travels? 4. Who was Zheng He? 5. What were some of the territories explored by Zheng He? 6. Who was Christopher Columbus and what were his motives for exploration? 7. What routes were taken by Columbus during his voyages? 8. How did Columbus's mistake wrongly lead him to identify "Natives" as "Indians"? 9. What were some of the goods and ideas that resulted from the Columbian Exchange? 10. How did diseases impact Native populations after contact with Europeans? 11. Who was Alfonso de Albuquerque and where did he explore? 12. How Albuquerque's trade posts in India allow Portugal to control the spice trade? 13. Who were some of the major European Explorers and what did they accomplish? 14. How did Japan's policy of isolationism strengthen the Japanese culture? 15. How did the arrival of Cortes and Pizarro affect Native American cultures? 16. How did the accumulation of wealth make the Incas and the Aztecs prime targets for Spanish conquests? 17. What were the motives for European colonization in the New World? 18. How did differences in cultures create conflict amongst Europeans and Natives? 19. How did disease impact the Native American population in the Americas? 20. What were the major European colonies established in the New World? (connection between lang./geo) 21. How did location of Africa affect the slave trade? 22. Why did the importation of African slaves into Europe fail? 23. What factors allowed the importation of slaves into the Americas to be successful? 24. How did triangle trade positively impact the people of Europe and America? 25. How did triangle trade negatively impact the growth and development of the African continent? 26. How did transportation in Europe improve during the Age of Exploration? 27. How did the Age of Exploration promote the economic system of capitalism? 28. How did the desire for wealth cause people to demand resources from other parts of the world? 29. What were the impacts of imperialism on the indigenous cultures?

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Unit Title	The Quest for More
Tier 2 Vocabulary	Europe, Asia, America, explorer, compass, navigation, navigator, circumnavigate, conquest, conquistador, native, slave, smallpox, exchange, transitions, diffusion, empire, civilization, innovation, residence, barbarian, expedition, mercantilism, imperialism
Tier 3 Vocabulary	<p>1271--Marco Polo, China, Kublai Khan, 1405--Zheng He, Southeast Asia, Red Sea, 1419--Prince Henry the Navigator 1497--Vasco da Gama, Cape of Good Hope 1492--Christopher Columbus, West Indies 1511--Alfonso de Albuquerque, India, 1519--Ferdinand Magellan, Strait of Magellan, 1519--Hernan Cortes. Montezuma, Aztecs, Mexico, Tenochtilan, 1533--Francisco Pizarro, Incas, Peru, 1540--Slave trade fails in Europe (due to cheap labor) 1543--Tokugawa, Japan, Portuguese, isolationism, 1600--Slave trade flourishes in America due to deaths of Natives 1602--Dutch, Dutch East India Company, Spice Islands, New Amsterdam</p>

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Unit Title	The Quest for More
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of religious, political, military, actions of various European nations between the 14th and 17th centuries.2. Use various types of technology to research and present historical information orally, virtually, and on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Power note taking strategies to synthesize information and gain knowledge.

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	The Quest for More
Performance Tasks	<p><u>Tasks for Global Trade</u></p> <p>Use the blank world map to label the seven continents and the four oceans. Trace the following voyages on the map: Marco Polo, Zheng He, Vasco da Gama, Alfonso de Albuquerque, Christopher Columbus, Ferdinand Magellan, Hernan Cortes, Francisco Pizarro, etc. Imagine you were asked to accompany one of these men on their voyage. Write a brief paragraph explaining which person you would choose to accompany and the reasons why you selected their voyage.</p> <p><u>Speech</u></p> <p>Create a skit in which you are Christopher Columbus. You must go to King Ferdinand and Queen Isabella of Spain to seek financial backing for your trip to the new world. Prepare a one minute speech on why the monarch should risk his fortune to send you to the new world. You will perform your speech in front of the classmates. Your speech must be at least forty five seconds to one minute in duration.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A New Way of Thinking
Time:	8 weeks
Unit Overview	While explorers were busy colonizing overseas, people in Europe and Asia were exploring their own ways of thinking. Some revisited the past glories of Ancient Greece and Ancient Rome in an effort to duplicate their glory. Others jettisoned traditional ways of thinking in order to improve society and promote social growth. Some advanced the fields of science by using observation and reasoning while others used the shift in thinking to challenge leaders to use their status to improve the lives of the people they ruled.
Conceptual Lens	Change
Essential Standards and Clarifying Objectives	<p>7.H.1 Use historical thinking to analyze various modern societies</p> <p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).</p> <p>7.G.2 Apply the tools of a geographer to understand modern societies and regions.</p> <p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p> <p>7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).</p> <p>7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism)</p> <p>7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.</p> <p>7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).</p> <p>7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.</p>
Knowledge Indicators	<p>I can analyze historical documents (literature and art) to gain insight into historical perspectives.</p> <p>I can explain the influence of historical art (writing, art, architecture) in the modern world.</p> <p>I can trace the origin and progression of specific movements in world history.</p> <p>I can identify shifts in cultural values and their affects on people and political entities..</p> <p>I can understand the effects of disease on populations, societies, and regional development.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A New Way of Thinking
History	Conflict
Geography	Location, Place
Civics & Gov.	Political Authority
Econ. & PFL	
Culture	Beliefs, Society, Culture, Values, Religion
Generalizations	<p>New beliefs may impact society, culture, and religion.</p> <p>Conflicting values and beliefs may lead to challenges of political and religious authority.</p> <p>Differences in culture may be the result of geographic factors such as location and place.</p>
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>New beliefs may impact society, culture, and religion.</p> <ol style="list-style-type: none"> 1. What were some of the new ideas which emerged from Renaissance Italy? (F) 2. How does the emergence of new ideas alter the national and cultural identity? (C) 3. Should the government stifle new ideas or art in an effort to preserve national identity? (P) <p>Conflicting values and beliefs may lead to challenges of political and religious authority.</p> <ol style="list-style-type: none"> 1. How did the Martin Luther's challenges divide the Christian Church? (F) 2. How does the religion practiced by the majority influence political decisions? (C) 3. Should governments endorse religions to promote stability and unity?(P) <p>Differences in culture may be the result of geographic factors such as location and place.</p> <ol style="list-style-type: none"> 1. How were changes during the 1400s similar and different amongst regions of European countries? (F) 2. How can diversity create opportunities for cooperation and conflict? (C) 3. Should the United States only let in people who have opinions and beliefs that are similar to the majority of American citizens? (P)

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Unit Title	A New Way of Thinking
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What were the factors that contributed to the rise of the Renaissance in Italy? 2. What factors aided the spread of Renaissance ideas across Europe? 3. What was the Protestant Reformation and what effects did it have on Christianity and Catholicism? 4. How did political leaders alter perceptions on important social values? 5. How did changes in thinking affect political, economic, and personal perspectives in societies?
Critical Content	<ol style="list-style-type: none"> 1. What was the Renaissance and how did geography influence the origin of the movement? 2. How did the wealth of Italian city-states provide an atmosphere where art could flourish? 3. What were the attributes of works by Renaissance painters, artists, sculptors, and writers? 4. Who were some of the famous Renaissance artists and what were their works? 5. What were some of the factors which lead to the spread of the Renaissance into Northern Europe? 6. How did the works of Renaissance artists challenge the norms of societies? 7. How did the printing press impact society and contribute to the Reformation? 8. What was the source of the tension that existed between Martin Luther and the Catholic Church? 9. What were the consequences of the actions of Martin Luther (for him and for society)? 10. How did the Protestant Reformation contribute to the creation of new Christian churches? 11. How did King Henry VIII's rejection of Catholic ideas result in religious changes for England? 12. How did the ideas of Copernicus and Galileo impact the scientific community? 13. What were some of the major changes in beliefs that occurred during the Scientific Revolution? 14. How did challenges to accepted beliefs create conflict between scientists and the Church? 15. What is the Scientific Method and how did it increase credibility? 16. What was the Age of Enlightenment? 17. How did Enlightenment thinkers believe that reason could solve the ills of society? 18. Who were Thomas Hobbes and John Locke and how did their views on human nature differ? 19. Why did monarchs (Catherine, Peter, Frederick) embrace Enlightenment ideas to help govern? 20. How did the beliefs of Voltaire, Diderot, and Rousseau challenge perceptions of government? 21. How were ideas of Enlightened thinkers embraced by some and shunned by others? 22. What were Adam Smith's beliefs about economics? 23. What is social Darwinism and how does it influence business and politics? 24. Who was Karl Marx and what were his theories on economics and government rule? 25. How did the introduction of Christianity into Korea result in conflict? 26. How does religion continue to create unity and division in societies?

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Unit Title	A New Way of Thinking
Tier 2 Vocabulary	artist, patron, city states, monks, humanism, playwright, sonnets, revolution, pope, printing press, scientist, observations, scientific method, telescope, censor, natural law, social Darwinism
Tier 3 Vocabulary	<p>Medici Family Leonardo da Vinci Michaelangelo, Sistine Chapel Raphael 1513-Machiavelli, <i>The Prince</i> Thomas Moore, <i>Utopia</i> 1590-William Shakespeare, <i>Romeo and Juliet</i>, <i>Hamlet</i>, sonnets 1456-Johann Gutenberg, printing press 1517-Martin Luther, 95 Theses 1525-Henry VII 1543-Copernicus 1543-Andreas Vesalius 1633-Galileo 1642-Blaise Pascal 1651-Thomas Hobbes, <i>Leviathan</i> 1689-John Locke, <i>Two Treatises of Government</i> 1748-Montesquieu, <i>The Spirit of the Law</i> Voltaire 1751-Denis Diderot, <i>The Encyclopedia</i> 1762-Rousseau 1776-Adam Smith, <i>The Wealth of Nations</i> 1840-Karl Marx, <i>The Communist Manifesto</i></p>

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Unit Title	A New Way of Thinking
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to examine the origins of key events including the Renaissance, the Reformation, the Scientific Revolution, and the Enlightenment and trace their spread as the movement experienced growth.2. Examine primary source documents to analyze conflicting viewpoints from the Thomas Hobbes and John Locke to understand their opposing viewpoints on the actions of man.3. Use various types of technology to research the art, artists, and writers of the Renaissance.4. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.5. Analyze real world scenarios and apply principles from the Adam Smith's theories of business practice.6. Prepare and present an organized essay in which a student makes an argument and supports his/her opinion with concrete examples.7. Use Cornell note/PowerNote taking strategies to synthesize information and gain knowledge.

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A New Way of Thinking
Performance Tasks	<p><u>Tasks for the Renaissance</u></p> <p>To distinguish themselves from artists of the Middle Ages, artists of the Renaissance used vibrant colors and created pieces that celebrated the human form. Analyze one of the following Renaissance pieces:</p> <ul style="list-style-type: none">• <i>The Sistine Chapel</i> by Michaelangelo• <i>Madonna of Bruges</i>• <i>Mona Lisa</i> by Leonardo da Vinci• <i>Bacchus and Ariadne</i> by Titian• <i>Venus and Mars</i> by Sandro Botticelli• <i>The Entombment of Christ</i> by Caravaggio <p>Examine the art work and write an analysis on how this work reflects the Renaissance. Your connections can include (but are not limited to) religious changes of the times, artists styles and color palates, subjects of the art works, etc.</p> <p>Performance Task for Martin Luther</p> <p>Imagine that you were a German living during the time of the Protestant Reformation. Martin Luther has sent shockwaves through your community by challenging the very religion that bonds many people and holds them together. A religious council has summoned members of the clergy and the community to speak to some of the controversies that have been created by Luther. Take a sheet of notebook paper and fold it in half. On the top half you will write a piece supporting Luther and the positive aspects of Luther's actions. On the bottom portion you will write a piece condemning Luther explaining the trouble and turmoil that he has caused you and your community.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Everybody Wants to Rule the World
Time:	4 weeks
Unit Overview	The Renaissance was a time of rebirth and change for art, music, and culture. The period following the Renaissance proved to be a time of change as well as people began demanding individual freedoms and personal rights. People in several parts of the world including Europe, Asia, and the newly-formed American colonies began challenging political authority. Bloodshed and revolution were often components of this quest for change, but for citizens who were fed up with the inequality and tyranny, did the means justify the end?
Conceptual Lens	Authority
Essential Standards and Clarifying Objectives	<p>7.H.1 Use historical thinking to analyze various modern societies.</p> <p>7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups.</p> <p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p> <p>7.E.1 Understand the economic activities of modern societies and regions.</p> <p>7.C&G.1 Understand the development of government in modern societies and regions.</p> <p>7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism, and socialism).</p> <p>7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups, and religious/political factions)</p> <p>7.C.1 Understand how cultural values influence relationships between individuals, groups, and political entities in modern societies and regions.</p> <p>7.C.1.1 Explain how culture unites and divides modern societies and regions.</p>
Knowledge Indicators	<p>I can read historical documents and summarize key points to demonstrate comprehension.</p> <p>I can understand the development of citizen's rights in societies throughout history.</p> <p>I can explain the different types of government systems.</p> <p>I can use maps to identify locations of social, political, and economical issues.</p> <p>I can explain how differences in leadership influence political decisions for people and nations.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Everybody Wants to Rule the World
History	Revolution, Change, Conflict
Geography	
Civics & Gov.	Power Structures
Econ. & PFL	Standard of Living, Scarcity of Resources,
Culture	Values and Beliefs
Generalizations	Shifts in values and beliefs may lead to changes in power structures. The need for change often leads to revolution. Standard of living and scarcity of resources may lead to conflict.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Shifts in values and beliefs may lead to changes in power structures.</p> <ol style="list-style-type: none"> 1. What were the major points of the Magna Carta? (F) 2. How were cultural beliefs tied to beliefs about the scope and power of government? (C) 3. Should government and religion be intertwined, blended, or completely separate? (P) <p>The need for change often leads to revolution.</p> <ol style="list-style-type: none"> 1. What were the major factors leading to the French, American, and Russian Revolutions? (F) 2. How did demands for rights affect the scope of political authority? (C) 3. Are any acts of violence or aggression too extreme when seeking revolution? (P) <p>Standard of living and scarcity of resources may lead to conflict.</p> <ol style="list-style-type: none"> 1. What were living conditions like for people living in France before the French Revolution? (F) 2. How does ignoring the needs and wants of society create problems for leaders? (C) 3. At what point is too far when a society or individual seeks a higher standard of living? (P)

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Everybody Wants to Rule the World
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What are the characteristics of major forms of government? 2. How have campaigns of citizen activism resulted in the gaining of rights and freedoms? 3. What are common themes that push a nation's people towards revolution?
Critical Content	<ol style="list-style-type: none"> 1. What is the purpose of government? 2. What are major characteristics of forms of government (democracy, monarchy, dictatorship, etc.)? 3. What abuses of power by the monarch to the establishment of the Magna Carta in England? 4. What were some of the key points of the Magna Carta and how did it influence US government? 5. How did the Magna Carta establish a balance between the monarch's authority and citizen's rights? 6. What was/is absolutism? 7. What were the motives behind absolute monarchs connecting their ruling status with religion? 8. How did Henry VIII use his power to alter religious practices in England? 9. How did the rule of Elizabeth I demonstrate a balance of power between the monarch and the people? 10. What circumstances led to Civil War in England and the death of Charles I? 11. Who was Louis XIV and what was life like in France during his rule? 12. How did the extravagant lifestyle of Louis XIV create problems for France? 13. Who was Peter the Great and what was life like under his rule? 14. Who was Charles I and how did his lust for power create conflict in England? 15. What is the purpose of a bill of rights and how did it strengthen the role of citizens in government? 16. What were some of the factors which motivated American colonists to demand independence? 17. What types of political activism were used by American colonists to gain independence? 18. How did Enlightenment ideas influence the set up of the American government? 19. What factors led to the French Revolution (include the role of the American Revolution)? 20. How did political unrest lead to the establishment of a limited monarchy (with a constitution) in France? 21. Why did rulers from Austria and Prussia attempt to help Louis XVI? 22. How was violence used to solve France's problems during the Reign of Terror? 23. What factors allowed Napoleon to gain power and what decisions made him popular and unpopular with people? 24. How did the French Revolutions inspire slaves to revolt in Haiti? 25. How did South American nations use revolution to rid themselves of Spanish rule during the 1800s? 26. How did the outcomes of the Russian Revolution affect human rights and political activism? 27. How did communist and Marxist ideals hinder and help the people of Russia? 28. How did the Meiji use western knowledge of economics, government, and social reform to strengthen Japan? 29. How did a decline in the standard of living in Germany contribute to the rise of Hitler and onset of WWII? 30. How did America's embargo against Japan contribute to the bombing of Pearl Harbor in World War II?

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Everybody Wants to Rule the World
Tier 2 Vocabulary	democracy, (representative and direct), monarchy (absolute and constitutional), dictatorship, communism, parliament, divine right, czar, revolution, rights, colony, taxes,
Tier 3 Vocabulary	1215-Magna Carta, King John 15 ^{**} -Henry VIII, England 1558-Elizabeth I, England 1643--Louis XIV, Versailles, Marie Antoinette 1649-Charles I, England, 1688-William and Mary, Glorious Revolution, Declaration or Bill of Rights 1682--Peter the Great, Russia 1776-American Revolution, King George, no taxation without representation 1789-Louis XVI, France, Reign of Terror, French Revolution 1799-Napoleon, France, Waterloo 18 ^{**} -Simon Bolivar 1917-Czar Nicholas II, Russia, Bloody Sunday 1930-Hitler, Nazi, dictator

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Unit Title	Everybody Wants to Rule the World
Key Skills	<ol style="list-style-type: none">1. Examine primary source documents including the Magna Carta, the Declaration of Rights, the Declaration of Independence, Napoleonic Code, to understand issues affecting political leadership and individual rights.2. Use maps to identify locations of important historical rulers and major revolutions associated with changes in leadership and citizen rights.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Analyze real world scenarios and apply principles from the Bill of Rights in determining the legality of actions taken by authoritative figures.5. Use Cornell note/PowerNote taking strategies to synthesize information and gain knowledge.

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Everybody Wants to Rule the World
Performance Tasks	<p><u>Task for Types of Government</u></p> <p>The title of this unit is called “Everybody Wants to Rule the World” because many people would like to have power to influence or control the decisions of politics and people. Use your notes or a text book to create a chart which identifies the types of government, who is in charge, the rights of citizens, etc. for each of the types.</p> <p><u>Task for Magna Carta</u></p> <p>The Magna Carta was signed on June 15, 1215. The document consisted of a list of grievances that the noble class (wealthy citizens) of England had against the English monarch King John. The document can be found at the following web address: www.constitution.org/eng/magnacar.htm. Go to the website and read the document. Choose three of the grievances listed and explain why you think that those three grievances were the most important on the list.</p> <p><u>Task for Revolution</u></p> <p>Revolutions are often categorized as periods or times of great change. In this unit you have learned about multiple revolutions including the American Revolution, the French Revolution, and the Russian Revolution. Use your notes or a text book create a venn diagram which compares and contrasts key details from the revolutions including location, leaders, motives which led to revolution, means used by citizens to obtain change, and the results of the revolutions.</p> <p><u>Cumulative Task</u></p> <p>Create a skit in which you retell the events of one of the following:</p> <ul style="list-style-type: none"> circumstances surrounding the signing of the Magna Carta circumstances leading the the American, French, Russian Revolution circumstances which caused Elizabeth I to rule with popularity in England circumstances that caused Henry the VIII to be loved and loathed by the people of England circumstances of people who endured the rule of absolutism under Peter the Great or Louis XIV

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A Change Would Do You Good
Time:	4 weeks
Unit Overview	During the Industrial Revolution mechanization replaced manual labor. Advances in agriculture and improved production techniques decreased the need for farmhands causing workers to leave the countryside for the city. The resulting urbanization caused cities to grow sometimes stretching them to the limit. Without farming, people turned to the developing industry to insure a higher quality of life. While some began to see the dark side including long hours and unsafe working conditions, many found that industry offered new opportunities and that the resulting changes would be positive.
Conceptual Lens	Growth
Essential Standards and Clarifying Objectives	<p>7.H.1 Use historical thinking to analyze various modern societies.</p> <p>7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.</p> <p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>7.H.2 Understand the implications of global interactions.</p> <p>7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).</p> <p>7.G.1 Understand how geography, demographic trends, and environmental conditions shape societies and regions.</p> <p>7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p> <p>7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.</p> <p>7.G.2 Apply the tools of a geographer to understand modern societies and regions.</p> <p>7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p> <p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p> <p>7.E.1 Understand the economic activities of modern societies and regions.</p> <p>7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A Change Would Do You Good
Knowledge Indicators	<p>I can read historical documents and summarize key points to demonstrate comprehension.</p> <p>I can explain how migration has occurred during periods of economic growth and decline.</p> <p>I can use maps to validate historical facts and to draw conclusions about social and economical issues.</p> <p>I can use charts, graphs, and data to draw conclusions about social and economic issues.</p> <p>I can explain how economic activities impact the growth and decline of societies.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A Change Would Do You Good
History	competition
Geography	movement
Civics & Gov.	national identity, power, individual rights
Econ. & PFL	Economic factors, labor systems, resources, standard of living
Culture	quality of life, assimilation
Generalizations	<ol style="list-style-type: none"> 1. Technology may spur productivity leading to a global economy. 2. Economic factors may promote labor systems which impact a worker's quality of life. 3. Competition for resources may create movement.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <ol style="list-style-type: none"> 1. Technology and resources may spur productivity leading to a global economy. <ol style="list-style-type: none"> 1. How did mechanization lead to crop surpluses and increase wealth? (F) 2. How did economic and labor conditions create cultural identities in US regions? (C) 3. Should innovation and technology be limited to prevent job loss and economic collapse?(P) 2. Economic factors may promote labor systems which have an impact on worker's quality of life. <ol style="list-style-type: none"> 1. What were some of the factors that contributed to the growth of slavery in Africa? 2. How do low wages and competition affect a worker's standard of living? 3. Do businesses have a responsibility to workers or should they operate strictly for profit? 3. The desire for a higher standard of living may create movement and assimilation. <ol style="list-style-type: none"> 1. How did the population of Ireland shift during the potato famine? (F) 2. How do populations shifts have an impact on regional development? (C) 3. Should governments provide necessities or should it be survival of fittest individual? (P)

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A Change Would Do You Good
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. How did advances in agriculture and business lead to migration and population shifts? 2. How did innovation lead to changes in business and agriculture? 3. How did the growth of business drive the demand for colonization for natural resources and raw materials? 4. How did businesses take advantage of laborers and how did workers retaliate?
Critical Content	<ol style="list-style-type: none"> 1. What are push/pull factors and how do they cause population shifts? 2. How did competition for food on manors cause growth in towns and cities in Medieval Europe? 3. How did improved farming methods (fertilizer, crop rotation, enclosure) create problems for workers while offering opportunities for farmers? 4. How did merchant success in cities lead to the rise of a middle class? 5. How did an increase in trade promote economic growth? 6. How did overcrowding and disease affect population growth during the Middle Ages? 7. How did a surplus of food, improvement in hygiene, and advances in medicine affect the population? 8. Trace the growth of the Industrial Revolution from England to America to Asia. 9. What were factors that contributed to the rise of the Industrial Revolution in Great Britain? 10. What were some of the machines that fueled the growth of the textile industry? 11. How did the need for power create technological innovation in powering factory machinery? 12. How did the Industrial Revolution have an impact on architecture and transportation? 13. How did the mass production of goods have an impact on supply and demand and costs? 14. Who were Alexander Graham Bell and Thomas Edison and what were their accomplishments? 15. How did the Industrial Revolution present opportunities for upward mobility and increase the middle class? 16. What happened to owners of small farms and small businesses who could not compete? 17. How did limited job opportunities in Europe cause people to migrate to America, Canada, or Australia? 18. How did industrialization contribute to colonization and imperialism? 19. How did the Industrial Revolution in the United States contribute to the growth of the African slave industry? 20. What were the typical conditions for factory workers like during the Industrial Revolution? 21. Why did workers tolerate poor working conditions and low wages? 22. What were unions and why were they important in securing worker's rights? 23. How did industrialization contribute to increased opportunities for women? 24. How did the potato famine and economic opportunity cause Irish people to migrate to the US? 25. How did US railroad construction and hardships at home increase Chinese immigration into the US? 26. What are the motives behind Hispanic immigration into the United States today?

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A Change Would Do You Good
Tier 2 Vocabulary	feudalism, manor, cities, factories, labor, urbanization, standard of living, manufacturing, child labor, unions, patent, interchangeable parts, assembly line, stock, corporations, migration, assimilation, Marxism, rebellion, nationalism, transcontinental, globalization
Tier 3 Vocabulary	1400-Johann Gutenberg 1700s-Charles Townshend, turnips, crop rotation 1709-Abraham Darby, coal, iron, smelting 1712-James Necomen, steam engine 1764-James Hargeaves, spinning jenny 1769-Thomas Watt, improved steam engine 1794-Eli Whitney, cotton gin 1800-George Stephenson, steam powered locomotive 1807-Robert Fulton, steamship 1844-Samuel Morse, telegraph 1856-Henry Besemer, steel 1866-Alfred Nobel, dynamite 1870-Thomas Edison, lightbulb 1876-Alexander Graham Bell, telephone 1886-Karl Benz, first automobile 1900-Henry Ford, assembly line 1901-Gugliemo Marconi-radio 1960-Space Race, Sputnik, Apollo, 1980-Bill Gates, Steve Jobs, IBM, Computer Age 2000-Mark Zuckerberg, Facebook

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A Change Would Do You Good
Key Skills	1.

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	A Change Would Do You Good
Performance Tasks	<p>Performance Task</p> <p>Use the quill will idea from the Social Studies conference.</p> <p>Performance Task</p> <p>Create a prezzi about one of the inventions that was created during the Industrial Revolution.</p> <p>Performance Task</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	All Around the World
Time:	4 weeks
Unit Overview	European nations had always competed amongst each other for power and resources. By the 1800s all of the land and resources in Europe had been claimed so European countries looked elsewhere to expand their empires. Colonies sprung up around the globe in an effort to further the wealth and glory of the mother nation. Nations which came under the rule of other nations sometimes saw their rights diminished, their resources raided, and their people under oppressive governments. New languages, customs, and religions were forced upon people who were made to abandon their own cultural values and beliefs. But out of this imperialistic attitude the roots of globalism emerged allowing trade to happen all around the world.
Conceptual Lens	Globalization
Essential Standards and Clarifying Objectives	<p>7.H.1 Use historical thinking to analyze various modern societies.</p> <p>7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.</p> <p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, UN, WHO, Non Governmental Organizations, EU and Organization of American States).</p> <p>7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.</p> <p>7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p> <p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p> <p>7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).</p> <p>7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).</p> <p>7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.</p> <p>7.C&G.1 Understand the development of government in modern societies and regions.</p>
Knowledge Indicators	<p>I can assess the importance of ideas associated with nationalism, imperialism and colonialism.</p> <p>I can examine reasons for conflict and cooperation among regions of the world.</p> <p>I can analyze Western colonial rule and the rise of nationalist movements within colonies.</p> <p>I can compare and contrast religious conflicts and their impacts within a nation's independence.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	All Around the World
History	Competition, Change
Geography	Natural Resources, Movement,
Civics & Gov.	Power, Foreign Policy, Domestic Policy,
Econ. & PFL	Supply and Demand,
Culture	Values, Beliefs, Quality of Life,
Generalizations	<ol style="list-style-type: none"> 1. Supply and demand may cause competition for natural resources. 2. Power is often shifted by foreign and domestic policy. 4. Quality of life can be changed by the introduction of new values and beliefs.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Supply and demand may cause competition and promote movement for natural resources.</p> <ol style="list-style-type: none"> 1. How did the need for agricultural resources drive British colonialism in India? (F) 2. How does the allocation of natural resources influence settlement patterns? (C) 3. Should governments intervene in moving people to where there is an abundance of resources? (P) <p>Power is often shifted by foreign and domestic policy.</p> <ol style="list-style-type: none"> 1. How did the Berlin Conference impact the rule of the nations of Africa? (F) 2. How does colonialism impact politics in the occupied nation and in the ruling nation? (C) 3. Should a nation's foreign policy dictate a nation's domestic policy? (P) <p>Quality of life can be changed by the introduction of new values and beliefs.</p> <ol style="list-style-type: none"> 1. How did imperialistic industrialized nations change the health of indigenous populations? (F) 2. How did capitalism cause the standard of living to improve for some and fall for others? (C) 3. Is the value of human life worth the risk of increasing a nation's standard of living (P)?

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	All Around the World
Essential Questions	<ol style="list-style-type: none"> 1. What are nationalism, imperialism, and colonialism? 2. How do the needs and wants of an economic system drive imperialistic ideas? 3. How do conquests and invasions alter indigenous culture positively and negatively? 4. How do religious beliefs influence culture and ethnic groups? 5. How does a standard of living increase or decrease based on imperialistic influence?
Critical Content	<ol style="list-style-type: none"> 1. How did the Age of Exploration and the Industrial Revolution contribute to the imperialism and colonialism? 2. How did the demand for natural resources and labor contribute to the growth of European colonies? 3. How did the development and removal of natural resources (by Europe) affect the standard of living and development of occupied nations? 4. Which European countries occupied other countries during the 15 occupied? 5. What was the meaning behind the phrase "The sun never sets on the British Empire"? 6. How did the Berlin Conference create prosperity for Western nations and poverty for African nations? 7. How did the arrival of Europeans impact the cultures of Native Americans, Africans, and Asians? 8. How was religion used as a tool to influence indigenous people? 9. Why did systems of slavery develop (or continue) and what was the connection to economic decisions? 10. Why were some of the Asian and African cultures resistant to Western culture? 11. What tactics were used by nations to evict or remove Western influence from their countries? 12. How did the arrival of Western technology and medicine positively and negatively impact societies? 13. How has man's quest for natural resources contributed to environmental problems? 14. What are some of the key environmental problems facing the world today (deforestation in Amazon, smog in China, nuclear fall out in Japan, climate change worldwide)? 15. What are some of the problems associated with developing natural resources today? 16. What were the conditions faced by Indians under the imperialistic rule of the British? 17. What were the conditions like for Americans under the imperialistic rule of the British? 18. What were the circumstances surrounding British colonization and imperialism in Australia? 19. What were the circumstances with Spanish colonization and imperialism in South and Central America? 20. What were some of the efforts used by the American colonies to rid themselves of Spanish rule? 21. How did US relations with Asia turn towards an imperialistic nature? 22. How did slavery contribute to the growth of wealth for individuals and nations? 23. How did the concept of social Darwinism change/shape opinions on business and power?

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	All Around the World
Tier 2 Vocabulary	social Darwinism, needs and wants, culture, imperialism, colonialism, natural resources, supply, demand, foreign policy, domestic policy, culture, Hinduism
Tier 3 Vocabulary	British imperialism in India British imperialism in America British imperialism in Australia Spanish imperialism in S. America Colonial rule in Latin America US relations with Asia Berlin Conference and Africa Use of slavery Needs and wants of ruling societies social Darwinism

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	All Around the World
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of political and military actions of the US and European nations between the 14th and 17th centuries.2. Use various types of technology to research and present historical information orally, virtually and in on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines in order to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Cornell note taking strategies to synthesize information and gain knowledge.

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	All Around the World
Performance Tasks	<p><u>Performance Tasks</u></p> <p>Assign students into groups of four. The group will be given the task of creating a newspaper in which the headline will be "Imperialism in the 1800s." Each students within the group will focus on one example of imperialism from a different continent so that all students have a world view within their newspaper. Students will use the internet, text books, books, etc. to find details about imperialism in the 19th century. Pictures and diagrams should be located including pictures of people who were conquered, maps of places that were taken over, resources or items that were raided, etc. Students will present their papers to their classmates.</p> <p><u>Performance Task</u></p> <p>Assign students to a groups. The group will be given the task of creating an eyewitness newscast of one of the following instances of imperialism: the British in India, the British in Australia, the Spanish in America, the Americans in Asia, France in Africa, Portugal in Brazil. One student will serve as the news reporter who is bring the story to the public. Other students will serve as members of the indigenous population being conquered telling about their experiences with the new leaders and some will assume the role of the conquerers. It is important for the students who are "conquerers" to remember that they want the world to see them in the best light so they should make sure that their version of events paints them in the best light. This would be a good time to talk to kids about bias in the media.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Conflict and Cooperation
Time:	6 weeks
Unit Overview	During the 20th century tensions came to a boil. Wars broke out all over the globe and the world was thrust into not one but two world wars. Acts of terrorism which had plagued the Middle East found their ways to both American and European soil proving that no nation was immune from violence. Motives for wars varied as some sought more power, some sought new territories, and others wanted resources that had already been claimed. As wars concluded, negotiations for peace took place amongst those involved. Concessions were made causing political boundaries to shift, rulers to be overthrown, and alliances to be altered. This period of conflict and cooperation would shape the modern world.
Conceptual Lens	Unrest
Essential Standards and Clarifying Objectives	<p>7.H.1 Use historical thinking to analyze various modern societies.</p> <p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>7.H.2 Understand the implications of global interactions.</p> <p>7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups.</p> <p>7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, UN, WHO, Non Governmental Organizations, EU, and Organization of American States).</p> <p>7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.</p> <p>7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.</p> <p>7.C&G.1 Understand the development of government in modern societies and regions.</p> <p>7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.</p>
Knowledge Indicators	<p>I can examine reasons for conflict and cooperation among regions of the world.</p> <p>I can formulate causes and consequences of war.</p> <p>I can evaluate the lasting effects of specific conflicts including revolutions, world wars, and other wars.</p> <p>I can explain consequences of war including changes in political boundaries or alliances.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Conflict and Cooperation
History	Patterns, War, Revolution, Change, Negotiation, Conflict
Geography	Global Interactions, Resources
Civics & Gov.	Governments, Political Thought, Authority, Rights
Econ. & PFL	Scarcity, Resources, Markets
Culture	
Generalizations	<p>Patterns of war and revolution may influence to change in global Interactions.</p> <p>Negotiation between governments or between people and their government may lead to resolution of conflict.</p> <p>Competition for rights and resources may create changes in political thought and governmental authority.</p>
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Patterns of war and revolution may influence change in global interactions.</p> <ol style="list-style-type: none"> 1. How did the end of World War II give rise to the Cold War? (F) 2. How do patterns of war alter political boundaries and affect economics? (C) 3. Do more powerful nations have the right to dictate foreign policy? (P) <p>Negotiation between governments or people and their government may lead to resolution of conflict.</p> <ol style="list-style-type: none"> 1. What was the purpose of the League of Nations and why did it fail? (F) 2. How can political alliances contribute to and deter conflict? (C) 3. Should nations protect others with similar interests or practice isolationism? (P) <p>Competition for rights and resources may create changes in political thought and governmental authority.</p> <ol style="list-style-type: none"> 1. Why was the Race to Berlin important? (F) 2. Are natural resources owned by a person, a country, or the world? (C) 3. Should political leaders have the right to annex areas where people share culture? (P)

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Conflict and Cooperation
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. What patterns of action or behaviors push nations to engage in conflicts including war? 2. How have science and technology impacted the ways that wars are fought? 3. How does postwar cooperation lead to alliances and promote globalism?
Critical Content	<ol style="list-style-type: none"> 1. What is a civil war and why is it used to solve a nation's problems? 2. What were common factors that caused historical revolutions including the American, French, and Russian? 3. What were some of the key factors that led to major conflicts during the 20 4. 1913-World War I 5. 1930-World War II 6. 1945-Cold War 7. 1950-Korean War 8. 1970-Vietnam Conflict 9. 1990-Desert Storm 10. 1995-Somalia 11. 2000-Iraq 12. 2005Afghanistan 13. 2010-Arab Spring 14. Nuclear Proliferation (Iran, North Korea) 15. 2013-Ukraine 16. Who were key political and military leaders from various wars and conflicts? 17. How did technology alter the way that wars were/are fought? 18. What were the outcomes of 20 19. What organizations for avoiding conflict were created and evaluate effectiveness (League of Nations, UN) 20. How did the Cold War end? 21. How have alliances positively and negatively affected decisions to go to war? 22. What were and are some of the major alliances that have existed throughout the twentieth century? 23. How have natural resources (including oil) been a major factor in the decision to go to war? 24. How have advancements in technology contributed to conflict and political action by citizens? 25. How has terrorism and terrorist activities resulted in action from foreign nations including the US? 26. How have alliances between governments been beneficial in bringing terrorists to justice? 27. How did the port location of Crimea factor into Russia's decision to annex the country?

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Conflict and Cooperation
Tier 2 Vocabulary	civil war, isolationism, socialism, communism, fascist, unification, bias, prejudice, economic sanctions, terrorism, genocide, treaties, nuclear weapons, democracy, republic, collaboration, invasion, technology, revolution,
Tier 3 Vocabulary	<ol style="list-style-type: none">1. American Revolution2. French Revolution3. End of Spanish Rule in America4. End of British Rule in India5. World War I6. World War II7. Cold War8. Korean War9. Vietnam Conflict10. Desert Storm11. Somalia12. 9/11 terrorist attacks13. Iraq War14. Afghanistan15. North Korea16. Ukraine

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Conflict and Cooperation
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of political and military actions of the US and European nations between the 14th and 17th centuries.2. Use various types of technology to research and present historical information orally, virtually and in on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines in order to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Cornell note taking strategies to synthesize information and gain knowledge.

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	Conflict and Cooperation
Performance Tasks	<p>War in the 20 _____</p> <p>Choose one of the conflicts from the 20th century and create a multimedia presentation. You may use Powerpoint, Presi, or any other multimedia program. You should identify the causes of the conflict, the nations or people involved in the conflict, the dates of the conflict, any changes to political boundaries that occurred as a result of the war, prominent people from both sides of the conflict, and a brief retelling about key events or battles from the conflict.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	With Liberty and Justice for Some
Time:	6 weeks
Unit Overview	<p>The twentieth century proved to be a time of turmoil for many nations as conflicts developed across the world. Although the word “conflict” may have a negative connotation, conflict can sometimes create positive effects. The use of debates, protests, wars, social media campaigns, have given many people around of the world a voice which previously went unheard. Innovations in technology have increased social and political awareness allowing the rest of the world opportunities to learn about the plight and causes of others.</p>
Conceptual Lens	Human Rights
Essential Standards and Clarifying Objectives	<p>H 1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>H 2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).</p> <p>H 2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, UN, WHO, EU, Non Governmental Organizations, and Organization of American States).</p> <p>G 1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.</p> <p>G 2.2 Use maps, charts, graphs, geographic data and available technology tools to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p> <p>E 1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).</p> <p>E 1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and alliances).</p> <p>E 1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).</p> <p>C&G 1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.</p> <p>C&G 1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies.</p> <p>C 1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).</p> <p>C 1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.</p>
Knowledge Indicators	<p>I can explain incidents of discrimination and social injustice and the solutions used to rectify those problems.</p> <p>I can understand factors that lead to changes in economics and standards of living.</p> <p>I can evaluate the importance of technology on culture and how it has created positive and negative change..</p> <p>I can evaluate examples of international cooperatives that have mixed results.</p> <p>I can trace the development of radical beliefs and how they have an impact on society.</p>

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	With Liberty and Justice for Some
History	change, competition,
Geography	global interaction
Civics & Gov.	government authority, political thought
Econ. & PFL	economics, resources
Culture	cultural values and beliefs
Generalizations	<ol style="list-style-type: none"> 1. Changes in demographic trends may create economic issues and changes in global interactions. 2. Competition for resources may influence economic relationships and governmental authority. 3. Cultural values and beliefs may be influenced by changes in political thought.
Guiding Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Changes in demographic trends may create economic issues and changes in global interactions.</p> <ol style="list-style-type: none"> 1. Why did the US use war with some nations and diplomacy with others? (F) 2. How does leadership affect the freedom? (C) 3. Should a government intervene in business and to try to “fix” business issues? (P) <p>2. Competition for resources may influence economic relationships and governmental authority.</p> <ol style="list-style-type: none"> 1. What were the factors leading to the end of segregation? (F) 2. How do changes in individual rights have an impact on a society’s identity? (C) 3. At what point should the rights of minorities be reflected by societal change? (P) <p>3. Cultural values and beliefs may be influenced by changes in political thought.</p> <ol style="list-style-type: none"> 1. What were actions taken by participants in civil and human rights movements? (F) 2. How did the outcomes of both wars affect the US and the rest of the world? (C) 3. Is the US ever justified in fighting wars when it is not directly attacked? (P)

Randolph County Schools 7th Grade Social Studies Unit Planning

Unit Title	With Liberty and Justice for Some
Essential Questions	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> 1. How have humans struggled to obtain equality and human rights? 2. What political actions can be taken by people to obtain changes in basic human rights? 3. How has technology and increased communication promoted social and political change? 4. How is foreign policy dictated by the wants and needs of a nation or country? 5. How do nations balance economic needs with the needs of individual health and the environment?
Critical Content	<ol style="list-style-type: none"> 1. What are some of the major political and human rights issues affecting society today? 2. How did instances of revolution (American, French, Russian) give people new rights and freedoms? 3. How can wars result in positive and negative changes for human rights? 4. How did the growth of industry change or alter the roles of women in various societies? 5. How did women (across the globe) see their rights and opportunities expand or diminish in the 20th century? 6. What disparities continue to exist between women and men in various societies? 7. How can American Civil Rights struggle be traced back to slavery? 8. What were some of the methods used by African Americans to achieve equality in the United States? 9. What was apartheid and how did blacks achieve change in South Africa? 10. How did uprisings in China have an impact on the social and human rights? 11. How did the fall of communism have an impact on human rights in the former Soviet Union and Russia? 12. How does collaboration between the nations of OPEC affect petroleum supplies for the rest of the world? 13. How have opinions about various social issues affected different nations throughout the world?

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Unit Title	With Liberty and Justice for Some
Tier 2 Vocabulary	civil rights, ethnic diversity, ethnicity, gender, minority, majority, monopoly, petroleum, stock market, genocide,
Tier 3 Vocabulary	<p>Chinese Civil War/Communism in China Postwar Soviet Union Ghandi and India Martin Luther King Jr., Malcom X, Civil Rights 1920-women's rights, 1990-Nelson Mandela, apartheid Movement, Women's Rights, Fall of Caste System) 2000-Global Terrorism OPEC/Stock Market 1935-Holocaust Israeli Palestinian conflict, 1979-Camp David Accord, Carter, Arafat, Sadat natural resources and deforestation Oil Age and land rights 1990-Yugoslavia 2000-voting rates</p>

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Unit Title	With Liberty and Justice for Some
Key Skills	<ol style="list-style-type: none">1. Use maps and graphing data to draw conclusions about the causes and effects of political and military actions of the US and foreign nations during the 202. Use various types of books and technology to research and present historical information orally, virtually, and on paper.3. Formulate historical questions by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.4. Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.5. Interpret data presented in time lines to identify patterns of historical change and continuity.6. Prepare and present an organized debate, persuasive argument, case brief, justification statement, historical abstract or critical analysis.7. Use Cornell note taking strategies to synthesize information and gain knowledge.

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Unit Title	With Liberty and Justice for Some
Performance Tasks	