

7TH GRADE WORLD HISTORY AND GEOGRAPHY SYLLABUS

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School: South Middle School

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Office Hours: 3rd period 10:05 - 10:55

Course Name: World History and Geography: The Middle Ages to the 1700s

Rationale: All 7th-grade students need to develop proficient critical thinking, analytical, and writing skills. Middle school teachers must start making inferences, identifying bias, developing cohesive arguments, and expressing themselves with clarity. Learning to distinguish between primary and secondary sources, examining these resources to extract relevant information, annotating grade-level readings, and organizing historical events for memory are necessary skills for 7th graders. Lastly, students will develop a historical awareness wherein they examine historical events with empathy and sincere discernment, evaluate why people of a particular era responded to specific events as they did, and identify historical patterns, correlating them to the present world.

Tennessee State-mandated curriculum standards:

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2020-sbe-meetings/november-6%2c-2020-sbe-meeting/11-6-20%20III%20D%20Technical%20Revisions%20to%20Social%20Studies%20Standards%20Attachment%20Clean.pdf>.

Course Description: Throughout this semester, students will analyze how people are affected by their geographic locations, religious belief systems, political systems, and lack and/or abundance of resources. Moreover, students will explain why some civilizations fall and others rise as well as compare and contrast various civilizations. Students will discuss and explain major events during the Middle Ages such as the rise of Charlemagne, William the Conqueror, feudalism, manorialism, King John and the Magna Carta, the Crusades, and the Black Death. In addition, students will identify the geographic features of Southwest Asia, East Asia, the Americas, and Africa. Students will also explain who Muhammad was, the key features of Islam, and how the diffusion of Islam affected trade and various cultures throughout this region as well as the contributions of Islamic scholars, the importance of Mehmed II and the Ottoman Empire, and how Constantinople fell. Students will explain the reunification of China under the Sui Dynasty and the important cultural, agricultural, commercial, and technological features of the Tang, Song, and Ming dynasties in China. Students will examine how Genghis Khan united the Mongols and how he and his grandson, Kublai Khan created the largest land empire and took

over China for 100 years. Students will also describe Shintoism in Japan, Japanese life under Prince Shotoku and the Heian aristocracy, and how a military society arose in Japan during the 12th century. Furthermore, students will explain the impact of geographic features such as clothing, housing, and agriculture on North American Native cultures. Students will describe the impact of geographic features, climate, social, economic, and political characteristics on the Maya, Aztec, and Incan civilizations and how these civilizations ended. Last, students will explain the features of the indigenous African animistic religions, the importance of griots in West African cultures, and the role of the Trans-Saharan caravan salt, gold, and slave trade in West Africa. Students will analyze the growth of the kingdoms of Ghana, Mali, and Songhai and the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

Prerequisite: Proficiency in 6th grade World History and Geography and 6th grade RLA skills

Course Learning Outcomes:

- A. Examine why the Western Roman Empire fell and its long-lasting legacies and how the Byzantine Empire and its capital city, Constantinople, arose and led to the Christian diaspora.
- B. Explain the role of Christianity in the Middle Ages and the importance of major political, geographic, and economic changes that occurred throughout Europe such as Charlemagne's rule of the Holy Roman Empire, William the Conqueror in England, King John and the Magna Carta, the Crusades, and the Black Death.
- C. Describe the origins and key features of Islam along with its key prophet, Muhammad, along with the contributions of Muslim scholars and merchants, Mehmed II, and how he conquered Constantinople.
- D. Explain the cultural, agricultural, commercial, and technological developments of the Sui, Tang, Song, and Ming dynasties in China and describe how Genghis Khan and Kublai Khan united the Mongols, creating the largest land empire and taking over China for 100 years.
- E. Describe the indigenous religion of Japan and compare/contrast Japanese life under Prince Shotoku and the Heian aristocracy and explain how a military society arose in Japan in the 12th century.
- F. Explain the geographic, social, economic, and political characteristics of various North American Native groups and the Maya, Aztec, and Incan civilizations.
- G. Describe the indigenous religions of West Africa, the importance of griots in Africa, and analyze the growth and cultural and economic characteristics of the kingdoms of Ghana, Mali, and Songhai as well as the importance of Mansa Musa and his pilgrimage to Mecca.

Grading Scale: Every assignment is graded on a point system.

Late Policy:

All course assignments should be submitted on time, including bellringers, Smartbook readings, discussion notes, quizzes/ exams, class projects, in-class activities, and other graded assignments. However, unforeseen circumstances happen to all of us. If a student is absent, he or she must consult Google Classroom to view what was completed in class and any notes, handouts, homework, etc. According to board policy, you must complete all make-up work within 5 days of your absence. If you are unable to complete an assignment on time, you must contact the instructor immediately in person or by email to explain. Please review the policy regarding individual and group assignments.

Individual assignments that are submitted after the due date will receive the following deductions:

1. Late assignments submitted **within four (4) weeks** after the due date will receive a 10% deduction.
2. Assignments submitted late **more than five (5) weeks but before the last day before grades are due** will receive a 20% deduction.
3. No assignments will be submitted once grades are posted.

Group assignments such as in-class projects and stations will not be accepted after the due date outside of special circumstances (e.g., death in the family, significant personal health issues), which the instructor will review on a case-by-case basis.

Assessment and Grading

Homework and Classwork:

Quizzes and Tests

Projects, Speeches, and Essays

Map exercises

Primary source analyses

Smartbook Readings

Exit Slips

Participation in Discussions

Required Materials

Textbook: McGraw Hill World History and Geography: The Middle Ages to the 1700s

Composition notebook and Folder

Pens, Pencils, Highlighters

Access to a Computer/Chromebook for Research

Classroom Expectations

- Respectful behavior towards classmates and teacher.
- Active participation in class discussions and activities.
- Timely submission of assignments.
- Adherence to school policies on attendance and academic integrity.

Units of Study

Unit 1: East Asia: 400-1500s CE

Topics:

- Students will analyze the geographic, political, economic, and cultural structures of China and Japan.

Objectives:

- Identify and locate the geographical features of East Asia, including • China • Gobi Desert • Himalayan Mountains • Japan • Korean Peninsula • Pacific Ocean • Plateau of Tibet • Sea of Japan (East Sea) • Yangtze River • Yellow River
- Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.
- Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.
- Examine the rise of the Mongol Empire, including the conquests of Genghis Khan.
- Describe Kublai Khan's conquest of China, and explain how he was able to maintain control of the Yuan Empire.
- Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo's travels on the spread of Chinese technology and Eurasian trade.
- Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He's sea voyages.
- Describe the origins and central features of Shintoism: • Key Person(s): None • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami
- Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system.
- Describe how the Heian aristocracy contributed to the development of a Japanese national culture.
- Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society.

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips

Unit 2: Byzantine Empire: 400-1500s CE**Topics:**

- Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.

Objectives:

- Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language.
- Explain the importance of Justinian's political, social, and architectural achievements.
- Analyze the importance of regional geography and the location of Constantinople in maintaining European culture.

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips

Unit 3: Southwest Asia and North Africa: 400-1500s CE**Topics:**

- Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.

Objectives:

- Identify and locate the geographical features of Southwest Asia and North Africa, including • Arabian Peninsula • Arabian Sea • Black Sea • Caspian Sea • Euphrates River • Mecca • Mediterranean Sea • Persian Gulf • Red Sea • Tigris River
- Describe the origins and central features of Islam: • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars
- Describe the diffusion of Islam, its culture, and the Arabic language.
- Summarize the contributions of the region's scholars in the areas of • Art • Geography • Literature • Mathematics • Medicine • Philosophy • Science
- Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire.
- Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants.

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips

Unit 4: West Africa: 400-1500s CE

Topics:

- Students will analyze the geographic, political, economic, and cultural structures of West Africa.

Objectives:

- Identify and locate the geographical features of West Africa, including • Atlantic Ocean • Djenne • Gulf of Guinea • Niger River • The Sahara • Timbuktu
- Explain indigenous African spiritual traditions, including ancestor worship, animism, and the relationship between humans and deities.
- Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.
- Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves.
- Explain the importance of griots in the transmission of West African history and culture.
- Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips

Unit 5: Middle Ages in Western Europe: 400-1500s CE

Topics:

- Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.

Objectives:

- Identify and locate geographical features of Europe, including • Alps • Atlantic Ocean • English Channel • Mediterranean Sea • Influence of the North Atlantic Drift • North European Plain • Ural Mountains
- Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.
- Explain how Charlemagne shaped and defined medieval Europe, including his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

- Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns).
- Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France.
- Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs.
- Analyze the impact of the Magna Carta, including limiting the power of the monarch, the rule of law, and the right to trial by jury.
- Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including Pope Urban II, Saladin, and Richard I.
- Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.
- Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population.
- Analyze the importance of the Black Death on the emergence of a modern economy, including • Agricultural improvements • Commerce • Growth of banking • A merchant class • Technological improvements • Towns
- Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war.
- Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula.

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips

Unit 6: Early Modern Europe: 1400-1700s CE

Topics:

- Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution

Objectives:

The Renaissance

- Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities.

- Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.
- Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith.
- Explain the development of Renaissance art, including the significance of: • Leonardo da Vinci • Michelangelo • William Shakespeare • Systems of patronage

The Protestant Reformation

- Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.
- Explain the significant causes of the Protestant Reformation, including the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses.
- Analyze the development of the Protestant Reformation and the split with the Catholic Church, including the emphasis on scripture alone, salvation by faith, and predestination.
- Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism.
- Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent.
- Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.

The Scientific Revolution

- Compare and contrast the heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits).
- Examine Galileo Galilei's theories and improvement of scientific tools, including the telescope and microscope.
- Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon establishing the scientific method and Sir Isaac Newton's three Laws of Motion.

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips

Unit 7: Indigenous Civilizations of the Americas: 400-1500s CE

Topics:

- Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.

Objectives:

- Identify and locate the geographical features of the Americas, including • Andes Mountains • Appalachian Mountains • Atlantic Ocean • Caribbean Sea • Central Mexican Plateau • Great Plains • Gulf of Mexico • Mississippi River • North America • Pacific Ocean • Rocky Mountains • South America • Yucatan Peninsula
- Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including clothing, housing, and agriculture
- Describe the existence of diverse networks of North American Indian cultures (within the present-day United States) including varied languages, customs, and economic and political structures.
- Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations.
- Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar).

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips

Unit 8: The Age of Exploration: 1400-1700s CE

Topics:

- Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.

Objectives:

- Analyze why European countries were motivated to explore the world, including religion, political rivalry, and economic gain (i.e., mercantilism).
- Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: • England: Henry Hudson • France: Jacques Cartier • Portugal: Vasco da Gama, Bartolomeu Dias • Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci
- Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison's chronometer) during the Age of Discovery.
- Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country.
- Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro).
- Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World.

- Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases in Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent.
- Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa's role in the transition to African slavery.

Activities:

- Bellringers, Video discussions, Civil Discussions, Map exercises, Primary source analysis, Smartbook reading, Inquiry journals, Essays, Speeches, Projects, Exit slips