

**Englewood Public School District
United States History
Grade 7
First Marking Period**

Unit 1 - The World before the Opening of the Atlantic

Overview: *Before we were “US”-* During this unit students explore the enduring impact of ancient Native Americans, West Africans, Greeks, and Romans on the foundations of United States History, from the beginnings to 1620.

Time Frame: 40 to 45 Days

Enduring Understandings:

Native American societies developed across Mesoamerica and South America.

Native American cultures developed across the different geographic regions of North America.

Trade as a means to gain wealth and expand human thought.

Mercantilism 's impact on humanity and liberty.

Essential Questions:

How did American, African and European cultures differ from one another before 1620?

How did Europeans change life in the Americas?

Standards	Topics and Objectives	Activities	Resources	Assessments
Three Worlds Meet (Beginnings to 1620) 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and	Topics/Objectives <i>Students will:</i> Explain how climate changes allowed Paleo Indians to begin the first migration to the Americas. Explore how early societies existed in Mesoamerica and South America. Identify how several early societies developed in North	Skills Development <u>Online Book:</u> <ul style="list-style-type: none"> History and Geography-Migration and the Americas Social Studies Skills- Interpreting Diagrams Focus on Writing- Writing a Travelogue (RL.7.1, RL.7.2) <u>Graphic Skills:</u> Reading Check and Section Assessment (RL.7.1, RL.7.2)	<i>United States History - Grades 6-8, William Deverell, Holt McDougal, 2012, Chapters 1 and 2</i> <u>On Line Book Pages:</u> <ul style="list-style-type: none"> Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.) Taking Notes-Graphic organizer idea headers for each section. <u>Teacher Resources:</u>	Formative Assessments: <ul style="list-style-type: none"> Section Assessments Section Online Quizzes Chapter Review: Pages 31-32 & 65-66 Summative Assessments: <ul style="list-style-type: none"> Standardized Test Practice: Pages 33 & 67 Chapter Review, General and Modified

explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups

America long before Europeans explored the continent.

Explain how geographic areas influenced Native American cultures.

Discover how Native American cultures shared beliefs about religion and land ownership.

Identify how West Africa developed wealth through their control of trade.

Understand how slaves became a valuable trade item in West Africa.

Discover how Greeks and Romans established new forms of government.

Explore how during the Middle Ages, society eventually changed from a feudal system to the development of a middle class of artisans and merchants.

Describe how the Renaissance created a rebirth of arts and learning.

Discover that Vikings were skilled sailors, and they were the first Europeans to reach North America.

Identify Prince Henry the

Reading Support:

- Guided Reading, Spanish and English
 - Vocabulary Builder, general and modified Flash Cards
- (RL.7.1, RL.7.2, RL.7.4)**

Holt McDougal Social Studies E- Activities:

- Need a Push
- African Traders
- Roman Government
- Mapping a New World
- The Day Things Changed (CRP11, RL.7.1)

Enrichment Activities (See Student Resources):

- Biographies - Huayna Capac, Askia the Great, and Aristotle
- Biographies - Queen Elizabeth I, Malintzin, Estevenico, and Henry Hudson
- Literature- The Aeneid by Virgil, Karlsefini Goes to Vineland
- Primary Resources- The Creation of

- Section Lesson Plan
- “Do Now”-Daily Bell ringer Transparencies
- Chapter Power Points Presentation

- Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented

- Answer Keys- Enrichment Activities, Reading Support, and Skill Development

- Quick Facts Transparencies- *Democracy and the Republic* and *The World Before the Opening of the Atlantic*, Visual Summary, *Causes and Effects of a Sea Route to Asia*, *Reasons for Spanish Victory*, *New Empires in the Americas* Visual Summary

- Map Transparencies- *Land Migrations of Early People*, *Aztec and Incas*, *Native American Cultural Areas*, *Empires of West Africa 800-1500*, *Portuguese Routes and Exploration*, *Columbus’*

- Chapter Tests Forms A & B
- Modified Chapter Test

Benchmark Assessments:

- Exact Path
- Common Formative Assessment

Alternative Assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Types of Assessments: <https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

began a cultural transformation.

6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Navigator established a school for sailors and provided financial support that enabled the Portuguese to start exploring the oceans.

Examine how Portuguese sailors sailed around Africa and found a sea route to Asia.

Explain how Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him.

Consider how Columbus's voyages encouraged other explorers sailed to the Americas.

Describe how Spanish conquistadors conquered the Aztec and Inca empires. Explain Spanish explorers traveled through the borderlands of New Spain, claiming more land.

Discuss how **Spanish** settlers treated Native Americans harshly, forcing them to work on plantations and in mines. Discover how key events in Europe affected the settlement of North America.

Identify how several explorers

Animals by Popol Vuh, Introduction to the Decameron by Giovanni, Boccaccio, The Mona Lisa by Leonardo da Vinci, The Journal of Christopher Columbus, Slave Spirituals- "Swing Low, Sweet Chariot", and "Go Down Moses"

- Economics and History- Mercantilism: Government Control and Trade,
- Interdisciplinary Projects: Food, Clothing, Shelter: Project Display and Methods of Navigation: Maritime Museum Presentation
- History and Geography-Migration and the Americas, Searching for the Northwest Passage
- Social Studies Skills- Interpreting Diagrams, Framing Historical Questions
- Focus on Writing- Writing a Travelogue, Writing a Letter

Voyages 1492-1504, Spanish Viceroyalties c. 1650, Northwest Passage, European Exploration of the Americas, African Diaspora in the U.S.

Holt McDougal Social Studies E-Chapter Enrichment Links

The World Before the Opening of the Atlantic

Section 1

Bering Land Bridge National Preserve

Details the role of Beringia in the peopling of what is now the United States. Included are maps, photographs, and information about its cultural and historical significance.

Section 2

American Indians and the Natural World

Click on North, South, East, or West for a listing of the various tribes of that region. Click on the tribe you want, and you will go to a site about the history and traditions of that particular tribe.

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

searched for a Northwest Passage to the Pacific Ocean.

Summarize how European nations raced to establish empires in North America.

Describe how European diseases wiped out much of the Native American population, causing colonists to look for a new labor force.

Recognized how Europeans enslaved millions of Africans and forced them to work and languish in their colonies.

Discover how African Slaves in the Americas created a distinct culture.

(CRP4, CRP6, 9.2.8.B.4, W.7.2)

E- Activities,
Writing About History:

- Biographical Narratives and Rubric
- Response to Literature
- Research Reports I& II
- Business Writing
- Technical Writing (CRP4, CRP8, CRP 11, W.7.2)

Premium Teacher
Resources:

- At Home in the Rainforest
- Centers of the Maya World
- Opposite Sides of the Globe
- The Measurement of Time
- It's not Easy Being King
- Explain the End of the Era
- Europeans in the Americas
- Strangers in a Strange Land
- The View from the Other Side

Section 3
Mali and Songhai

Learn about the rise and fall of these two great West African empires.

Section 4
The Middle Ages

This Web site brings the Middle Ages to life, with information on feudal life, religion, festivals, music clips, and more.

New Empires in the Americas

Section 1
Leifur Eiriksson Heritage Project

A comprehensive resource for information on Viking exploration. Links include a time line of Viking exploration, descriptions of the history of Viking exploration, and information about ongoing archaeological excavations.

Section 2
The Columbian Exchange: Plants, Animals, and Disease between the Old and New Worlds

Explore this fascinating article on the Columbian Exchange that focuses on the

- The Unexpected Discovery
- The Not-So-New World
- Ponce de Leon Represented
(RI.7.7, RI.7.9, SL.7.1)

exchange of animals between the Old and New Worlds.

Section 3

Conquistadors

Take a journey back in time and follow the great Spanish conquistadors as they explore and build an American empire.

Section 4

Jacques Cartier: Explorer of the St. Lawrence

Cartier was a leader in the French exploration of America. Visit this Web site and learn about his travels and the lands he claimed for France.

Section 5

The Middle Passage

Learn more about the transatlantic slave trade as you explore this Web site.

Teacher's One Stop

Planner-

Internet Resources,

Teacher Resources, Fold

Notes Appendix-- Pyramid,

Double Door, Booklet,

Layered Book, Key-Term

Fold, Four-corner Fold,

Three-Panel Flip Chart,

Table Fold, Two- Panel

Flip Chart, and Tri-Fold

**E- Activities, Multimedia
Connections:**

- The Maya People
- Ponce Leon
- The American Revolution

National Institutes of Health – Indigenous People lessons:

<https://www.nlm.nih.gov/nativevoices/resources/lesson-plans-list.html>

Lessons and activities, Indigenous Peoples:
<https://guides.library.utoronto.ca/aboriginaleducation/lessonplans>

Newsela: Articles on Native people:
https://newsela.com/articles/#/rule/latest-library?grade_levels=7.0&needle=natives

Common Lit – The Medicine Bag, a story of passing down traditions:
https://www.commonlit.org/en/texts/the-medicine-bag?search_id=4733366

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Students will learn the importance of language and terminology when considering perspective.

Students will create language dice to examine the multiple meanings behind race related terminology and use primary sources to gain an understanding of the multiple perspectives behind each term.
(9.2.8.B.4, CRP6)

The New Jersey Amistad Commission Interactive Curriculum, Unit Two – Indigenous Civilizations, Activities and Resources:
http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-america/lesson_plan/4217/292

Formative Assessment:
Students will be evaluated based on the completion and accuracy of their language dice.

Key Vocabulary: Bering Land Bridge, Paleo-Indians, migration, hunter-gatherers, environments, culture, pueblos, kivas, totems, teepees, matrilineal, Iroquois League, Berbers, Mansa Musa, hajj, mosques, Askia, the Great, Socrates, Plato, Aristotle, reason, democracy, knights, Black Death, Michelangelo, Leonardo da Vinci, Johannes Gutenberg, and joint-stock companies

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

<ul style="list-style-type: none"> • Provide additional time to complete a task • Use graphic organizers 		<p>social/family background and knowledge of their community.</p> <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
Integration of Technology Standards NJSLS 8:			
8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.			
Career Ready Practices: CRP4: Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP11: Use technology to enhance productivity.			
Integration of 21st Century Standards NJSLS 9:			
9.2.8.B.4: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.			
Interdisciplinary Connections: ELA-NJSLS/ELA: Grade 7 Standards: RL.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			

RI.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.