## Collierville Schools
### Social Studies Grade 7
#### Q2 Scope and Sequence

**2nd Quarter**

<table>
<thead>
<tr>
<th>Pacing</th>
<th>Tennessee Content Standards</th>
<th>Texts/Resources</th>
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</table>
| **Weeks 1-3** | 7.15 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  | Texts/Resources:  
- McGraw-Hill’s World History & Geography: The Middle Ages to the 1700s Chapter 3: Southwest Asia and North Africa (pp. 97-128)  
- *Geography of the Middle East, an Ancient and Modern Crossroads* (Newsela)  
- *Southwest Asia/North Africa Blank Outline Map* (Arizona Geographic Alliance)  
- An Introduction to Muhammad and the Faith of Islam (Newsela)  
- Despite Differences, Jews, Christians, and Muslims Worship the Same God (Newsela)  
- *The Life of Muhammad Animation Expansion of the Early Islamic Empire* (SHF)  
- *Islam: Empire of Faith* (PBS Education)  
- *The Medieval Islamic World: Crash Course History of Science #7*  
- *Muslim Contributions Rap*  
- *The Complex Geometry of Islamic Design* (TED-Ed)  
- Islamic Art & Architecture Article  
- Newsela Article – Muslim Fashion Exhibit Will Showcase Cultural Diversity | I can modify a map to include the following features:  
- Arabian Peninsula  
- Arabian Sea  
- Black Sea  
- Caspian Sea  
- Euphrates River  
- Mecca  
- Mediterranean Sea  
- Persian Gulf  
- Red Sea  
- Tigris River  | Students will label the map of Southwest Asia identifying the bodies of water, as well as landforms.  
Students will create a chart discussing the sequence of historical events listed that caused other events to happen, such as Muhammad’s death leading to the Arabians’ choosing a new type of leader, called the caliph. Students will develop a cause-n-effect chart, listing four events and four effects.  
Students will create an argument considering the positive and negative consequences on the way the Muslims created their empire and spread the religion. Students will write an essay stating their opinions and supporting their arguments with the class in a speech (they will discuss different perspectives).  
Students will complete ‘Art of the Muslim World’ from the McGraw Hill Inquiry Journal.  
Students will participate in a Town Hall Meeting class discussion as they draw connections of the rise of the |
### Weeks 4-6

<table>
<thead>
<tr>
<th>7.21 Identify and locate the geographical features of West Africa including:</th>
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</thead>
<tbody>
<tr>
<td>• Atlantic Ocean</td>
</tr>
<tr>
<td>• Djenne</td>
</tr>
<tr>
<td>• Gulf of Guinea</td>
</tr>
<tr>
<td>• Niger River</td>
</tr>
<tr>
<td>• the Sahara</td>
</tr>
<tr>
<td>• Timbuktu</td>
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| 7.24 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. |

| 7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as |

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<tbody>
<tr>
<td>• McGraw-Hill’s World History &amp; Geography: The Middle Ages to the 1700s Chapter 7: African Civilizations, 400 B.C.E. to 1500 C.E. (pp. 243-276)</td>
</tr>
<tr>
<td>• Africa: Physical Geography (The whole article is not applicable but there is a good information about the Sahara and some of the other important geographic features of West Africa.)</td>
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<tr>
<td>• Trekking to Timbuktu</td>
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<td>• Trading Salt for Gold: The Ancient Kingdom of Ghana</td>
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<td>• Timbuktu: Center of Learning and Trade Inquiry Kit (Thinkport Education)</td>
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<tr>
<td>• Mrs. Dube 7th World History- West Africa</td>
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<td>• The Ghanan Empire: Complexity</td>
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<table>
<thead>
<tr>
<th>I can create a map of Africa showcasing the following bodies of water, cities, and landforms:</th>
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</thead>
<tbody>
<tr>
<td>• Atlantic Ocean</td>
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<td>• Djenne</td>
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</table>

| I can explain the significance of ancestor worship, animism, and the relationship between humans and deities in indigenous African spiritual traditions. |
| I can examine the role of a griot. |
| I can evaluate the importance of oral |

| Students will label a map of West Africa showcasing the specific bodies of water, cities, and landforms. Students will also answer questions on how the physical geography of West Africa affects the daily life of the civilizations. |
| Students will participate in a gallery walk showcasing diverse pieces and aspects of West African culture. |
| Students will read and paraphrase proverbs from West Africa. They will then create a written summary of the significance of griots and preserving African history and culture. |
| Students will complete an iceberg diagram on how the |
7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.

7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324.

7.25 Explain the importance of griots in the transmission of West African history and culture.

### Additional Resources
- CMS Curriculum Companion: West Africa
- Mrs. Dube 7th World History Class: West Africa
- Medieval West Africa
- Nystrom Atlas of World History
- Nok Culture: Sub-Saharan Africa's Earliest Civilization
- Teaching with Primary Sources – MTSU: Seventh Grade Resource Guide

### Texts/Resources:
- Mcgraw-Hill’s World History & Geography: The Middle Ages to the 1700s Chapter 2: Medieval Europe (pp. 33-96)
- Medieval Monastery
- A Personal Portrait of Charlemagne
- Charlemagne and the Holy Roman Empire Inquiry Kit (Thinkport)

### Weeks 7-9

**7.27 Identify and locate geographical features of Europe, including:**
- Alps
- Atlantic Ocean
- English Channel
- Mediterranean Sea
- Influence of the North Atlantic Drift
- North European Plain

**Texts/Resources:**
- I can create a map to include the following features and cities
- Alps
- Atlantic Ocean
- English Channel
- Mediterranean Sea
- Influence of the North Atlantic Drift
- North European Plain

**Additional Resources:**
- Students will create a RAFT writing activity after participating in a Trans-Saharan Caravan trade simulation.
- Students will create a comic strip showing the significance of Mansa Musa’s hajj to Mecca. The comic strip will explain the significance of the pilgrimage by explaining how Mansa Musa spread the wealth and fame of Mali along his travels.
| 7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps |
| 7.29 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. |
| 7.30 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). |
| 7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. |
| 7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. |

**Educator Resources for Feudalism**
- Educator Resources for Feudalism (BrainPOP)
- The Dark Ages...How Dark Were They, Really?: Crash Course World History #14
- The Dark Ages (SHEG)
- Feudalism and Manorialism
- The Animated Bayeux Tapestry
- Hands of History: The Normans (BBC)

**I can identify main ideas of the Catholic Church, and the lands to which they spread.**
- I can describe the role of monasteries in education, healthcare, and farming reform, as well as how these services expanded Christianity beyond the Alps.
- I can explain the connection between the Catholic Church and medieval universities.
- I can describe the role of monasteries in education, healthcare, and farming reform, as well as how these services expanded Christianity beyond the Alps.
- I can explain the connection between the Catholic Church and medieval universities.
- Students will create a human timeline explaining Charlemagne’s significance to Europe during this time.
- Students will create a diary entry for a serf who lived in a medieval manor reflecting how the geography of Europe led to feudalism and manorialism.
- Students will utilize Stop Motion to create a reenactment of the Battle of Hastings and its significance.
- Students will complete and interactive Venn Diagram comparing and contrasting the relationships between Pope Gregory VII and Henry IV and Pope Leo III and Charlemagne.
- Students will create a silent debate to argue who should hold the power within medieval Europe, the Pope or the king.
| These standards will be reinforced each quarter | SSP.01 Collect data and information from a variety of primary and secondary sources, including:  
- Printed materials  
- Graphic representations  
- Artifacts  
- Media and technology sources | power of medieval popes or kings in northern Europe. |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------|
| SSP.02 Critically examine a primary or secondary source in order to:  
- Extract and paraphrase significant ideas and relevant information  
- Distinguish the difference between fact and opinion  
- Draw inferences and conclusions  
- Recognize author’s purpose, point of view, and bias  
- Assess the strengths and limitations of arguments | SSP.03 Synthesize data from multiple sources in order to:  
- Recognize differences among multiple accounts  
- Establish validity by comparing and contrasting multiple sources  
- Frame appropriate questions for further investigation | SSP.04 Construct and communicate arguments by citing supporting evidence to:  
- Demonstrate and defend an understanding of ideas  
- Compare and contrast viewpoints  
- Illustrate cause and effect  
- Predict likely outcomes  
- Devise new outcomes or solutions |
| SSP.05 Develop historical awareness by:  
- Recognizing how and why historical accounts change over time  
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness  
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction  
- Identifying patterns of continuity and change over time, making connections to the present | SSP.06 Develop geographic awareness by:  
- Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales  
- Determining the use of diverse types of maps based on their origin, structure, context, and validity  
- Analyzing locations, conditions, and connections of places and use maps to investigate spatial relationships |
- Analyzing interaction between humans and the physical environment
- Examining how geographic regions and perceptions of regions are fluid across time and space.

Content Strands: C- Culture, E- Economics, G-Geography, H-History, P-Politics and Government, T-Tennessee
TCA- Tennessee Code Annotated: The standards are legally required to be taught.

Click [here](https://example.com) to access the 2019-2020 TN Social Studies Standards