**Delta County Schools**

**Curriculum Design**

**7th Grade Social Studies Unit 2 Plan-Organizer**

Top of Form

|  |  |
| --- | --- |
| **Subjects(s)** | Social Studies |
| **Grade/Course** | 7th Grade |
| **Unit of Study** | Africa |
| **Unit Type(s)** | Topical     Skills-based   Thematic |
| **Length of Unit** | 4 weeks [7th Grade Pacing Guide Social Studies.xls](7th%20Grade%20Pacing%20Guide%20Social%20Studies.xls) |

Bottom of Form

|  |
| --- |
| **Priority Outcomes (Essentials)** |
| History 1.1(b) Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts  Geography 2.2 (d) Explain how the physical environment of a place influences its economy, culture, and trade patterns  Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time.  Civics 4.1 (b) Evaluate how various nations interact, resolve their differences, and cooperate. |

|  |
| --- |
| **Supporting Outcomes** |
| History 1.2(b) Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved.  History 1.2(c) Describe the foundation and development of key historical topics. Topics to include, but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism.  Geography 2.1(a) Interpret maps and other geographic tools to find patterns in human and physical systems  Geography 2.2(b) Analyze and interpret data using geographic tools and create maps    Civics 4.1(d) Give national and international examples of ethics and quality in government policies and practices  Civics 4.2(e) Use criteria that identify the attributes of a good government and apply to specific examples  Economics 3.2(a) Give examples that illustrate connections between resources and manufacturing.  Economics 3.2(c) Compare and contrast the relative value and different uses of several types of resources. |

|  |  |  |
| --- | --- | --- |
| **“Unwrapped” Concepts**  **(students need to know)** | **“Unwrapped” Skills”**  **(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * Historical sources for accuracy and point of view * Historical questions * How the physical environment of a place influences economy, culture, trade patterns * Examples illustrating how various governments and citizens interact * How these interactions have changed over time * How various nations interact, resolve their differences, and cooperate | ANALYZE  FORMULATE  EXPLAIN  GIVE  ANALYZE  EVALUATE | 4  6  2  1  4  5 |

|  |  |
| --- | --- |
| **Essential Questions** | **Corresponding Big Ideas** |
| 1. How do historians interpret the past?  2. Why are there different population patterns throughout Africa?  3. What factors influence the development of government?  4. How does history impact the culture of a modern country? | 1. Historians constantly find new evidence, and use a variety of sources to interpret the past. (INQUIRY BECAUSE STUDENTS WILL HAVE YOU MAKE INFERENCES AND PREDICTIONS) 2. Physical features and resources affect economy, culture and trade (including supply and demand of goods). (SYSTEMS BECAUSE STUDENTS ANALYZE RESOURCES AND ALLOCATION)) 3. History, economics and culture influence how governments develop. (SYSTEMS AND INTERACTIONS BECAUSE WE ARE ANALYZING GOVERNMENTS)   4. History lays a foundation for a countries culture; citizens also can learn from their past, so that they do not make the same mistakes. (ORIGINS BECAUSE STUDENTS WILL STUDY THE ANCIENT CULTURE AND RELIGION OF EGYPT) |

|  |
| --- |
| **Standardized Assessment Correlations**  **(State, College and Career)** |
|  |

|  |  |
| --- | --- |
| **Unit Assessments** | |
| **Pre-Assessment** | **Informal Progress Monitoring Checks** |
| [7th Grade SS Unit 2 Pretest.doc](7th%20Grade%20SS%20Unit%202%20Pretest.doc) | [Eastern and Southern Africa Quiz.pdf](Resources/Unit%202%20Formative%20Assessments/Africa/Eastern%20and%20Southern%20Africa%20Quiz.pdf)  [North Africa History and Geo Quiz.pdf](Resources/Unit%202%20Formative%20Assessments/Africa/North%20Africa%20History%20and%20Geo%20Quiz.pdf)  [Sub Saharan Africa History and Geo Quiz.pdf](Resources/Unit%202%20Formative%20Assessments/Africa/Sub%20Saharan%20Africa%20History%20and%20Geo%20Quiz.pdf)  [Western and Central Africa Quiz.pdf](Resources/Unit%202%20Formative%20Assessments/Africa/Western%20and%20Central%20Africa%20Quiz.pdf)  [QUIZ for Ancient Egypt.doc](Resources/QUIZ%20for%20Unit%204,%20Egypt.doc) |
| **Post-Assessment** | |
| [7th Grade SS Unit 2 Answer Key Post.doc](7th%20Grade%20SS%20Unit%202%20Answer%20Key%20Post.doc)  [7th Grade SS Unit 2 Post Test.doc](7th%20Grade%20SS%20Unit%202%20Post%20Test.doc) | |
| **Scoring Guides and Answer Keys** | |
|  | |

|  |
| --- |
| **Unit Vocabulary Terms** |
| **The following vocabulary terms are recommended, but not limited to:**  **Countries**: Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, the Democratic Republic of Congo, the Republic of Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea – Bissau, Ivory Coast, Kenya, Lesotho, Liberia, Libya Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Zambia, Zimbabwe  **Physical features**: Atlas Mountains, Libyan Desert, Arabian Desert, Sahara Desert, Ethiopian Highlands, Fouta Djallon, Congo Basin, Serengeti Plain, Okavango Basin, Kalahari Desert, Namib Desert, Cape of Good Hope, Mediterranean Sea, Gulf of Guinea, Atlantic Ocean, Indian Ocean, Red Sea, Suez Canal, Nile River, Niger River, Congo River, and Zambezi River  **Key terms**: history, prehistory, archaeologist, oral traditions, geography, primary source, secondary source, artifact, culture, nomad, fertile, domesticate, irrigation, surplus, civilization, social class, pharaoh, priest, scribe, artisan, Nubia, cataract, delta, silt, dynasty, absolute power, regent, afterlife, mummy, pyramid, hieroglyphs, papyrus, astronomer, United Nations, diplomacy, delegate, humanitarian |

|  |  |  |
| --- | --- | --- |
| **Authentic Performance Tasks** | **Engaging Learning Experiences**  **Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | Students will analyze and create sources just like real archeologists, geographers, and historians. If possible, students will actually in engage in an archeological dig simulation. Students will understand that all three types of social scientists (archeologist, geographer and historian) are needed to learn about the world around us, and that Africa is where scientists believe human civilization began. | **1 – 2 days**  70 minutes blocks |
| **Task 2** | Students will participate in an ancient Egypt simulation – they will work in cooperative groups to experience the culture of Egypt, and analyze the impact of the ancient civilization. Students will have to understand the social hierarchy of ancient Egypt; create a pyramid that they write notes on the three kingdoms about; and examine the importance of their religion, including mummification. | **3 – 5 days**  70 minute blocks |
| **Task 3** | Students will analyze a timeline of African civilizations over the past several thousand years (from prehistory- today) and then create a variety of maps of Africa today. Students will see how human environment interaction effects where people have lived, and continue to live in Africa. | **3 – 4 days**  70 minute blocks |
| **Task 4** | Students will complete a model United Nations activity through which students will first be introduced to the United Nations, and then have to solve human rights problems that directly relate to the continent of Africa (such as child soldiers, or access to clean water). | **3 – 4 days**  70 minute blocks |
| **Brief Overview of the Engaging Scenario** | | |
| While many African countries have been plagued by problems in the last one hundred years, the countries Africa also have a vibrant culture. Students will first do an activity to really understand what culture is, how it is developed, and how it is shared. Then students will choose an African country to study with a group, and create a documentary about. Students will pretend that this documentary is to be featured on the Travel Channel, so they really want to focus on human and physical characteristics that will draw travelers or new residents to their county. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Authentic Performance Task 1** | | | | |
| **Outcomes Addressed in Authentic Performance Task 1** | **Priority Standards:**   * History 1.1(b)   Supporting Standards:   * Geography 2.1 (a) | | | |
| **Description of Authentic Performance Task 1** | Students will be able to describe how **historians constantly find new evidence, and use a variety of sources to interpret the past** (Big Idea). Students will analyze and create sources just like real archeologists, geographers, and historians. If possible, students will actually in engage in an archeological dig simulation. Students will understand that all three types of social scientists are needed to learn about the world around us, and that Africa is where scientists believe human civilization began.  The success of the task will be based on the following:   1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources. 2. Students meet “Proficient” level or higher on Task 1 rubric. | | | |
| **Length: 1 – 2 days,** 70 minute blocks | | **Bloom’s Taxonomy Level:**  ANALYZE – 4  FORMULATE - 6 | | |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | [HistoricalRolePlayRubric.pdf](Resources/General%20Rubrics/HistoricalRolePlayRubric.pdf)  \*Will need to modified, but has the general criteria | | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 1**  **(Include vocabulary strategy)** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| Cloze Procedure  <http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/index.html>  Word Map/Vocabulary Mapping  [WORD MAPPING.doc](Resources/WORD%20MAPPING.doc) | Here is a WebQuest with a very specific handout that would help students who need more structure – this WebQuest could be a good alternative to the dig simulation  <http://www.nps.gov/archeology/public/kids/index.htm>  [ArcheologyWebquest2012 Worksheet.doc](Resources/Archeology-Webquest-2012.doc) | | Students could ask a local social scientist (museum curator, college professor, to come in and speak to their class, or they could interview them over the phone.  Students could complete a WebQuest (online, interactive journey) or create one themselves:  <http://www.atlantis-webportfolios.com/world/archaeology_webquest.html>  <http://zunal.com/webquest.php?w=87962> | Reading out of History Alive! Text:  Interactive Notebook:   * [Resources/Interactive Notebook, social scientist interpret the past.pdf](Resources/Interactive%20Notebook,%20social%20scientist%20interpret%20the%20past.pdf) * [Resources/Interactive Notebook ANSWERS, social scientists interpretting .pdf](Resources/Interactive%20Notebook%20ANSWERS,%20social%20scientists%20interpretting%20.pdf)   Recommended clips to show the roles of symbols, artifacts, archeologist, and historians in a “fun” way:   * *Indian Jones and the Last Crusade* * *National Treasure*   Recommended book to help with archeology:   * Archeology for Kids: Uncovering the Mystery of Our Past by Richard Panchyk |

|  |  |  |  |
| --- | --- | --- | --- |
| **Authentic Performance Task 2** | | | |
| **Outcomes Addressed in Authentic Performance Task 2** | **Priority Standards:**   * History 1.1(b) * Geography 2.2 (d) * Civics 4.1 (e)   Supporting Standards:   * History 1.2 (b) * History 1.2 (c) | | |
| **Description of Authentic Performance Task 2** | Students will participate in an ancient Egypt simulation – they will work in cooperative groups to experience the culture of Egypt, and analyze the impact of the ancient civilization. Students will have to understand the social hierarchy of ancient Egypt; create a pyramid that they write notes on the three kingdoms about; and examine the importance of their religion, including mummification.  The success of the task will be based on the following:   1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources. 2. Students meet “Proficient” level or higher on Task 2 rubric. | | |
| **Length: 3 – 5 days,** 70 minute blocks | | **Bloom’s Taxonomy Level:**  ANALYZE – 4  FORMULATE – 6  EXPLAIN – 2  GIVE - 1 | |
| **Scoring Guide for Authentic Performance Task 2 (Insert link to document)** | [HistoricalRolePlayRubric.pdf](Resources/General%20Rubrics/HistoricalRolePlayRubric.pdf)  \*Again, this rubric can be modified, but this is more fitting for this task | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 2** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| EXPERIENTAL LEARNING, Simulations –  <http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/index.html> | Group students in homogenous groups, so groups that need more time can take more time on certain tasks – “less is more” | Since groups are homogenous, your advanced students can go above and beyond. For example:   * Do a research project on the mythology of Egypt, ending with a presentation, and students could dress up * Students could perform a play on ancient Egypt | Egypt Simulation Book:  Ancient Egyptian Cities:  Abydos  Bubastis  Hermopylos  Memphis  Pyramid Handout:  Mummification Handout:  Recommended Movies:  *Mummy Tech, Modern Marvels* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Authentic Performance Task 3** | | | |
| **Outcomes Addressed in Authentic Performance Task 3** | **Priority Standards:**   * Geography 2.2 (d) * Economics 3.2 (d)   Supporting Standards:   * Geography 2.1 (a) * Geography 2.2 (b) * Economics 3.2 (a) * Economics 3.2 (c) | | |
| **Description of Authentic Performance Task 3** | Students will analyze a timeline of African civilizations over the past several thousand years (from prehistory- today) and then create a variety of maps of Africa today. Students will see how human environment interaction effects where people have lived, and continue to live in Africa.  The success of the task will be based on the following:   1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources. 2. Students meet “Proficient” level or higher on Task 3 rubric. | | |
| **Length: 3-4 days,** 70 minute blocks | | **Bloom’s Taxonomy Level:**  EXPLAIN – 2  ANALYZE - 4 | |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** | [MakingAMapRubric.pdf](Resources/General%20Rubrics/MakingAMapRubric.pdf) | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 3** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| Independent Study – mapping - <http://olc.spsd.sk.ca/DE/PD/instr/indepen.html>  http://olc.spsd.sk.ca/DE/PD/instr/indepen.html | Instead of labeling the various maps the teacher could have a chart that already lists the countries and capitals (or whatever features) and students can just # or letter (A, B, C) the features. Therefore, students wont have to take as much time writing, and can concentrate on their skills.   * [African nations - for map.xls](Resources/African%20nations%20-%20for%20map.xls) | Students can explore 3D maps on National Geographic or Google Maps | Political Map handouts and example:   * [Resources/African nations - for map.xls](Resources/African%20nations%20-%20for%20map.xls)   Ancient African timeline and map activity   * [Resources/Ancient Africa map and timeline activity.doc](Resources/Ancient%20Africa%20map%20and%20timeline%20activity.doc)   Human Environment Interaction Activity:   * [Resources/Human Enviro Interaction, Africa.pdf](Resources/Human%20Enviro%20Interaction,%20Africa.pdf) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Authentic Performance Task 4** | | | |
| **Outcomes Addressed in Authentic Performance Task 4** | **Priority Standards:**   * Civics 4.1 (e) * Civics 4.2 (b)   Supporting Standards:   * Civics 4.1 (b) * Civics 4.1 (d) * Civics 4.2 (e) | | |
| **Description of Authentic Performance Task 4** | Students will complete a model United Nations activity through which students will first be introduced to the United Nations, and then have to solve human rights problems that directly relate to the continent of Africa (such as child soldiers, or access to clean water).  The success of the task will be based on the following:   1. Students respond to the Essential Question with the Big Idea by analyzing and even creating sources. 2. Students meet “Proficient” level or higher on Task 4 rubric. | | |
| **Length: 3-4 days,**  70 minute blocks | | **Bloom’s Taxonomy Level:**  GIVE – 1  ANALYZE - 4  EVALUATE - 5 | |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | [Model UN Speech rubric.pdf](Resources/Model%20United%20Nations/Model%20UN%20Speech%20rubric.pdf) | | |
| **Instructional Strategies and Supporting Activities for Authentic Performance Task 4** | **Differentiated Accommodations and Modifications Including Strategies for English Language Learners (Vary content, process, product)** | **Differentiated Enrichment/Extension Modifications** | **Resources and Materials (e.g.,**  **technical tools, graphic organizers, simulations, multi-media sources, print and non-print materials)** |
| EXPERIENTIAL LEARNING  Role Playing  <http://olc.spsd.sk.ca/DE/PD/instr/strats/roleplaying/index.html>  Simulation  <http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/index.html> | Assign roles within groups, for example:   * Delegate/Ambassador (best public speaker, confident) * Researcher (good reading skills, focused) * Personal Relations (keeps people on task, people person) * Cartographer (artist, good with maps) | * Encourage students who are especially talented at this task to compete in Model UN or Forensics or Speech and Debate * This lesson is prepared – advanced students could pick their own topic they are interested in, and do all of the research themselves (giving them freedom of choice) * The top groups could perform in front of the grade/school * After students complete the Model UN activity they could try to take action. For example, do a UNICEF fundraiser or sponsor an underprivileged child as a class | PowerPoint on Model UN (some items will need to be modified):   * [Model UN activity.pptx](Resources/Model%20United%20Nations/Model%20UN%20activity.pptx)   Websites with already made lessons/materials for a Model United Nations simulation:   * “Model UN for Everyone” video <http://www.youtube.com/watch?v=JBaa3oKubrc> * Resource for Teachers from the United Nations Association <http://www.unanca.org/index.php?option=com_content&view=category&id=76:gcdcmaterials&Itemid=59&layout=default> * United Nations Cyber School Bus <http://cyberschoolbus.un.org/> * Inspirational video – “Playing for Change” <http://playingforchange.com/> * The United Nations Association <http://www.unausa.org/Page.aspx?pid=603> * PBS site for Model United Nations Activity [http://www.pbs.org/ralphbunche/education/edu\_model.html - materials](http://www.pbs.org/ralphbunche/education/edu_model.html#materials)   Introduction to Model UN packet   * [Resources/Introduction to the UN for MS-updated-1.pdf](Resources/Introduction%20to%20the%20UN%20for%20MS-updated-1.pdf)   Useful books about the UN and current issues:   * Basic Fact about the United Nations published by the United Nations Department of Public Information * Global Agenda, a publication of the United Nations Association of the USA |

| **Overview of the Engaging Scenario** |
| --- |
| While many African countries have been plagued by problems in the last one hundred years, the countries Africa also have a vibrant culture. Students will first do an activity to really understand what culture is, how it is developed, and how it is shared. Then students will choose an African country to study with a group, and create a documentary about the country. Students will pretend that this documentary is to be featured on the Travel Channel, so they really want to focus on human and physical characteristics that will draw travelers or new residents to their county. Students can use video technology, or performing in front of the class if no video equipment is available. |

Bottom of Form

|  |
| --- |
| **Interdisciplinary Connections** |
|  |

|  |  |
| --- | --- |
| **Overall Reflections on the Instructional Unit** | |
| **Current Status** | **Changes to Implement** |
| Need to continue to edit the test  Need to add in more for Egyptian simulation  Need to SCAN actual exemplars |  |