Delta County Schools

Curriculum Design

7th Grade Social Studies Unit 3 Plan-Organizer

Top of Form

|  |  |
| --- | --- |
| **Subjects(s)** | Social Studies |
| **Grade/Course** | 7th Grade |
| **Unit of Study**  | Middle East |
| **Unit Type(s)** | [x] Topical     [x] 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 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”Geography 2.1(b) Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusionEconomics 3.2 (d) Use supply and demand analysis to explain how prices allocate scarce goods in a market economy Economics 3.2 (h) Demonstrate th\e impact of taxes on individual income and spending (PFL)Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over timeCivics 4.2 (b) Evaluate how various nations interact, resolve their differences, and cooperate |

|  |
| --- |
| **Supporting Outcomes** |
| 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.History 1.2 (e) Describe the history, interaction, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemispheres. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns.Economics 3.1(f) Demonstrate how supply and demand determine equilibrium price and quantityEconomics 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.Civics 4.2(c) Analyze conflicts among nations including causes and consequences |

|  |  |  |
| --- | --- | --- |
| **“Unwrapped” Concepts****(students need to know)** | **“Unwrapped” Skills”****(students need to be able to do)** | **Bloom’s Taxonomy Levels** |
| * Social, political, cultural, economic, technological development
* Characteristics and distribution of physical systems, cultural patterns, economic interdependence
* Supply and demand
* How prices allocate scarce goods in a market economy
* Examples illustrating how various government and citizens interact
* How interactions have changed
* How various nations interact, resolve their differences, and cooperate
* Impact of taxes on individual income and spending
 | ANALYZEMAKE PREDICTIONSANALYZEEXPLAINGIVEANALYZEEVALUATEDEMONSTRATE | 44421452 |

|  |  |
| --- | --- |
| **Essential Questions** | **Corresponding Big Ideas** |
| 1. Why are there conflicts between religious groups, historically and currently?
2. How do various factors determine the wealth and development of a country?
3. How are history, economics, and culture tied to the development of civilizations and governments?
 | 1. The Middle East is an important center for a variety of religious groups. (ORIGINS AND INTERACTIONS BECAUSE STUDENTS WILL UNDERSTAND THE INFLUENCE OF RELIGION)
2. Physical features and resources affect economy, culture and trade (including supply and demand of goods). (SYSTEMS BECAUSE OF RESOURCE ALLOCATION).
3. History, economics and culture influence how governments develop. (ORIGINS AND SYSTEMS BECAUSE OF REGIONAL DEVELOPMENT)
 |

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

|  |
| --- |
| **Unit Assessments** |
| **Pre-Assessment** | **Informal Progress Monitoring Checks** |
| [7th Grade SS Unit 3 Pre Test.doc](7th%20Grade%20SS%20Unit%203%20Pre%20Test.doc) | [Judaism, Christianity and Islam Quiz.pdf](Resources/Unit%203%20Formative%20Assessments/Middle%20East/Judaism%2C%20Christianity%20and%20Islam%20Quiz.pdf)[Resources/Unit 3 Formative Assessments/Middle East/Mesopotamia Quiz.pdf](Resources/Unit%203%20Formative%20Assessments/Middle%20East/Mesopotamia%20Quiz.pdf) |
| **Post-Assessment** |
| [7th Grade SS Unit 3 Answer Key Post.doc](7th%20Grade%20SS%20Unit%203%20Answer%20Key%20Post.doc)[7th Grade SS Unit 3 Post Test.doc](7th%20Grade%20SS%20Unit%203%20Post%20Test.doc) |
| **Scoring Guides and Answer Keys** |
|  |

|  |
| --- |
| **Unit Vocabulary Terms** |
| **The following vocabulary terms are recommended, but not limited to:****Countries**: Israel, Palestine, Lebanon, Syria, Turkey, Georgia, Armenia, Azerbaijan, Iraq, Jordan, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Iran, Afghanistan, Pakistan**Physical features**: Arabian Peninsula, Rub’ al-Khali Desert, Plateau of Iran, Kara-Kum Desert, Hindu Kush mountain range, Thar Desert, Euphrates River, Tigris River, Indus River, Mediterranean Sean, Black Sean, Caspian Sea, Red Sea, Gulf of Aden, Persian Gulf, Arabian Sea, Indian Ocean**Religions**: Judaism (covenant, the Torah, Moses, Jew, prophet, diaspora), Christianity (Jesus, messiah, disciple, Christian, epistle, the Bible, martyr), Islam (Muhammad, Mecca, Muslim, mosque, Quran or Koran, the Five Pillars)**Key terms**: Mesopotamia, scribe, Fertile Crescent, city-state, polytheism, myth, empire, Babylon, caravan, bazaar, battering ram, code, Hammurabi, cuneiform, alphabet, monotheism, famine, exile,  |

|  |  |  |
| --- | --- | --- |
| **Authentic Performance Tasks** | **Engaging Learning Experiences****Synopsis of Authentic Performance Tasks** | **Suggested Length of Time** |
| **Task 1** | Students will engage in a problem solving activity where they will analyze four of Mesopotamia’s empires. Once they complete notes on the achievements of the empires, students will have to complete a report card to evaluate the achievements of the Mesopotamian empires you studied. If time allows, students will create cuneiform clay tablets that they have to write their names in.  | **1-2 days**70 minute block |
| **Task 2** | Students will begin work on a religion booklet focusing on Judaism, Christianity, and Islam. Students will be able to show and explain how **religion has an impact on individuals and societies belief systems historically and currently** (Big Idea). Students will highlight on the belief systems, historical impact, traditions, and current impact of religion world wide. | **3 – 4 days**70 minute block |
| **Task 3** | Transitioning from the influence of religion to economics in the Middle East students will evaluate maps to see what religions are prevalent where in the Middle East then students will look at population and natural resource maps. When students look at the natural resource maps, students will see that oil/petroleum is an important resource in the Middle East. Branching from their students will complete an activity that will have students solving real world problems, “How do we deal with OPEC and rising gas prices? … Should the U.S. increase the tax gasoline?” | **2 – 3 days**70 minute block |
| **Task 4** | Students will debate whether or not the United States should stay in Afghanistan or not. Students will have to analyze current event articles from multiple perspectives, and will have to use data to support their point of view. | **2 days**70 minute block |
| **Brief Overview of the Engaging Scenario** |
|  |

|  |
| --- |
| **Authentic Performance Task 1**  |
| **Outcomes Addressed in Authentic Performance Task 1**  | **Priority Standards:*** **History 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”**
* **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time**
* **Civics 4.2 (b) Evaluate how various nations interact, resolve their differences, and cooperate**

Supporting Standards:* 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.
* History 1.2 (e) Describe the history, interaction, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemispheres. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns.
* Civics 4.2(c) Analyze conflicts among nations including causes and consequences
 |
| **Description of Authentic Performance Task 1** | Students will engage in a problem solving activity where they will analyze four of Mesopotamia’s empires by rotating through four different learning centers. Once they complete notes (including maps and timelines) on the achievements of the empires (Sumer, Babylonia, Assyria, and Phoenicia) students will have to complete a report card to evaluate the achievements of the Mesopotamian empires you studied. If time allows, students will create cuneiform clay tablets that they have to write their names in. 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 rubrics.
 |
| **Length:** 1-2 days | **Bloom’s Taxonomy Level:** ANALYSIS - 4 |
| **Scoring Guide for Authentic Performance Task 1 (Insert link to document)** | [Resources/General Rubrics/MakingAMapRubric.pdf](Resources/General%20Rubrics/MakingAMapRubric.pdf)[Resources/General Rubrics/TimelineRubric.pdf](Resources/General%20Rubrics/TimelineRubric.pdf) |
| **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)**  |
| INDEPENDENT STUDYLearning Centers<http://olc.spsd.sk.ca/DE/PD/instr/indepen.html>Great packet full of resources for differentiation:* [Resources/MakingDifferentiationAHabit packet.pdf](Resources/MakingDifferentiationAHabit%20packet.pdf)
 | * Print/Copy some notes for students ahead of time
* Include visuals

This elementary WebQuest could be good for struggling learners* <http://questgarden.com/52/41/5/070613164641/index.htm>

Another WebQuest* <http://teacherweb.com/WQ/MiddleSchool/Mesopotamia3/h2.aspx>
 | Students could perform a play on Mesopotamia – check out 24 Exciting Plays for Ancient History ClassesStudents could complete an independent research project using <http://www.mesopotamia.co.uk/menu.html> The British Museum | Maps[Resources/blank Mesopotamia map.pdf](Resources/blank%20Mesopotamia%20map.pdf)History Alive Mesopotamia Activity with handouts:* [Resources/Mesopotamia/Mesopotamia lesson plan.pdf](Resources/Mesopotamia/Mesopotamia%20lesson%20plan.pdf)
* [Resources/Mesopotamia/Interactive Notebook, exploring Mesopotamia's achievements.pdf](Resources/Mesopotamia/Interactive%20Notebook%2C%20exploring%20Mesopotamia%27s%20achievements.pdf)
* [Resources/Mesopotamia/Interactive Notebook, exploring Mesopotamia ANSWER KEY.pdf](Resources/Mesopotamia/Interactive%20Notebook%2C%20exploring%20Mesopotamia%20ANSWER%20KEY.pdf)
* [Resources/Mesopotamia/Mesopotamia and Early Humans Timeline.pdf](Resources/Mesopotamia/Mesopotamia%20and%20Early%20Humans%20Timeline.pdf)
* [Resources/Mesopotamia/Mesopotamia Timeline Challenge Cards copy.pdf](Resources/Mesopotamia/Mesopotamia%20Timeline%20Challenge%20Cards%20copy.pdf)
* [Resources/Mesopotamia/Mesopotamia Timeline Challenge ANSWER KEY.pdf](Resources/Mesopotamia/Mesopotamia%20Timeline%20Challenge%20ANSWER%20KEY.pdf)
 |

|  |
| --- |
| **Authentic Performance Task 2**  |
| **Outcomes Addressed in Authentic Performance Task 2**  | **Priority Standards:*** **History 1.2(d) Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”**

Supporting Standards:* 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.
* History 1.2 (e) Describe the history, interaction, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemispheres. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns.
 |
| **Description of Authentic Performance Task 2** | Students will begin work on a religion booklet focusing on Judaism, Christianity, and Islam. Students will be able to show and explain how **religion has an impact on individuals and societies belief systems historically and currently** (Big Idea). Students will highlight on the belief systems, historical impact, traditions, and current impact of religion world wide.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- 4 days | **Bloom’s Taxonomy Level:** Comprehension/Understanding – 2throughAnalysis - 2 |
| **Scoring Guide for Authentic Performance Task 2 (Insert link to document)** | [Resources/General Rubrics/ResearchProjectPlanningRubric.pdf](Resources/General%20Rubrics/ResearchProjectPlanningRubric.pdf) |
| **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)**  |
| INDIRECT INSTRCTION – writing to inform:* <http://olc.spsd.sk.ca/DE/PD/instr/strats/writinginform/index.html>
 | * Students could complete CLOZE activities instead of having to write all of the religion information themselves. The students will still get the content, but wont have to spend as much time just writing
 | * Students could create a PowerPoint summarizing the religions in this unit
* Students could create a documentary on the history and influence of religion
* Students could interview religious leaders – exposing them to other views
* Students could create a review game on religion – when they’re done they could play the game with other classmates (this would give learners of different abilities a chance to practice remembering the content)
 | World Religions Booklet ideas:* [Resources/Religion Unit/World Religions Project.doc](Resources/Religion%20Unit/World%20Religions%20Project.doc)

BBC website on religion in general* <http://www.bbc.co.uk/schools/religion/>

BBC website with information and worksheets on Judaism* <http://www.bbc.co.uk/schools/religion/judaism/hanukkah_questions.shtml>

BBC website with information and worksheets on Christianity* <http://www.bbc.co.uk/schools/religion/christianity/christmas_activities.shtml>

BBC website with information and worksheets on Islam* <http://www.bbc.co.uk/schools/religion/islam/ramadan_activities.shtml>
 |

|  |
| --- |
| **Authentic Performance Task 3**  |
| **Outcomes Addressed in Authentic Performance Task 3** | **Priority Standards:*** **Geography 2.1(b) Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion**
* **Economics 3.2 (d) Use supply and demand analysis to explain how prices allocate scarce goods in a market economy**
* **Economics 3.2 (h) Demonstrate the impact of taxes on individual income and spending (PFL)**

Supporting Standards:* Economics 3.1(f) Demonstrate how supply and demand determine equilibrium price and quantity
* 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.
* Civics 4.2(c) Analyze conflicts among nations including causes and consequences
 |
| **Description of Authentic Performance Task 3** | Transitioning from the influence of religion to economics in the Middle East students will evaluate maps to see what religions are prevalent where in the Middle East then students will look at population and natural resource maps. When students look at the natural resource maps, students will see that oil/petroleum is an important resource in the Middle East. Branching from their students will complete an activity that will have students solving real world problems, “How do we deal with OPEC and rising gas prices? … Should the U.S. increase the gasoline tax?” Students will be getting into the role of someone who works for the U.S. Department of Energy, and will have to evaluate what to do about the supply, demand, and price of gas in the United States. The teacher should bring in the most up to date current events (articles, videos found online).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 the “Letter from the President” handout.
 |
| **Length:** 2- 3 days | **Bloom’s Taxonomy Level:** EVALUATE – 5 |
| **Scoring Guide for Authentic Performance Task 3 (Insert link to document)** | [Resources/OPEC lesson/OPEC lesson, A letter from the President.pdf](Resources/OPEC%20lesson/OPEC%20lesson%2C%20A%20letter%20from%20the%20President.pdf)[Resources/OPEC lesson/OPEC lesson, A letter from the President ANSWER KEY.pdf](Resources/OPEC%20lesson/OPEC%20lesson%2C%20A%20letter%20from%20the%20President%20ANSWER%20KEY.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)**  |
| EXPERIENTAL – Simulations and role playing:<http://olc.spsd.sk.ca/DE/PD/instr/strats/roleplaying/index.html>  | * Teachers should try to find leveled text for this activity – check Junior Scholastic or Science World
* Have students create word maps because there is a LOT of new vocabulary in this task
	+ [Resources/WORD MAPPING.doc](Resources/WORD%20MAPPING.doc)
 | * Students could visit the various gas stations in town and graph the various prices of gasoline – they should also interview the owners of the Gas Stations to try and understand why prices may vary
* Students could complete a research project on alternative energy – they ultimately would decide what type of energy is most beneficial for humans and the environment
 | OPEC lesson plan via EconEd link:* <http://www.econedlink.org/lessons/index.php?lid=664&type=educator>

OPEC website:* <http://www.opec.org/opec_web/en/about_us/25.htm>

OPEC Handouts:[Resources/OPEC lesson/OPEC Brief History.pdf](Resources/OPEC%20lesson/OPEC%20Brief%20History.pdf)[Resources/OPEC lesson/OPEC lesson, Cars Now and Then handout.pdf](Resources/OPEC%20lesson/OPEC%20lesson%2C%20Cars%20Now%20and%20Then%20handout.pdf)[Resources/OPEC lesson/OPEC lesson, Factors Affecting Gasoline Prices. Energy Explained, Your Guide To Understanding Energy.pdf](Resources/OPEC%20lesson/OPEC%20lesson%2C%20Factors%20Affecting%20Gasoline%20Prices.%20Energy%20Explained%2C%20Your%20Guide%20To%20Understanding%20Energy.pdf)[Resources/OPEC lesson/OPEC Member Countries handout.pdf](Resources/OPEC%20lesson/OPEC%20Member%20Countries%20handout.pdf)[Resources/OPEC lesson/OPEC Revenues Fact Sheet Energy Data, Statistics and Analysis - Oil, Gas, Electricity, Coal.webarchive](Resources/OPEC%20lesson/OPEC%20Revenues%20Fact%20Sheet%20Energy%20Data%2C%20Statistics%20and%20Analysis%20-%20Oil%2C%20Gas%2C%20Electricity%2C%20Coal.webarchive)[Resources/OPEC lesson/OPECOilreserves ShareOfWorldCrudeReservesGraph.pdf](Resources/OPEC%20lesson/OPECOilreserves%20ShareOfWorldCrudeReservesGraph.pdf) |

|  |
| --- |
| **Authentic Performance Task 4**  |
| **Outcomes Addressed in Authentic Performance Task 4**  | **Priority Standards:*** **Geography 2.1(b) Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion**
* **Civics 4.1 (e) Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time**

Supporting Standards:* Civics 4.2(c) Analyze conflicts among nations including causes and consequences

**Civics 4.2 (b) Evaluate how various nations interact, resolve their differences, and coop** |
| **Description of Authentic Performance Task 4** | Students will debate whether or not the United States should stay in Afghanistan or not. Students will have to analyze current event articles from multiple perspectives, and will have to use data to support their point of view.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:** 1- 2 days | **Bloom’s Taxonomy Level:**ANALYSIS – 4EVALUATION - 5 |
| **Scoring Guide for Authentic Performance Task 4 (Insert link to document)** | [Resources/General Rubrics/Class Debate Rubric.pdf](Resources/General%20Rubrics/Class%20Debate%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)**  |
| INTERACTIVE INSTRUCTION – debating* <http://olc.spsd.sk.ca/DE/PD/instr/strats/debates/index.html>
 | Resources for a class debate with ESL students (who may be very self conscious about public speaking)* <http://www.eslflow.com/debateanddiscussionlessons.html>
 | * Students write a letter to a soldier in Afghanistan or else where in the United States thanking them for their service, and asking questions.
* Students do a book study of the youth version of Three Cups of Tea by Greg Mortgenson
 | Teaching the Middle East, a resource for educators from the University of Chicago* <http://teachmiddleeast.lib.uchicago.edu/>

More resources for a classroom debate:* <http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml>
 |

| **Overview of the Engaging Scenario** |
| --- |
| **Please answer the following questions in your description of the Engaging Scenario for this unit of study:**1. **What is the situation?**
2. **What is the challenge?**
3. **What role(s) does the student assume?**
4. **Who is the audience (preferably an external audience)?**
5. **What is the product or performance the student will demonstrate and/or create?**
 |

Bottom of Form

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

|  |
| --- |
| **Overall Reflections on the Instructional Unit** |
| **Current Status** | **Changes to Implement** |
|  |  |