

7th Grade Scope and Sequence

"Big Era Six." *World History For Us All: Big Era 6*. N.p., n.d. Web. 22 May 2014.

<<http://worldhistoryforusall.sdsu.edu/eras/era6.php>>

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| <u>Unit of Study</u> - Luxury Trade before European Oceanic Voyages | | | <u>Time Frame</u> 4-5 weeks |
| <u>Essential Questions:</u> - Why did European explorers and merchants seek direct access to markets in the Arabian Sea, Indian Ocean, Bay of Bengal, and South China? - How did trade networks to Asia and Africa operate before European exploration began? - What changes occurred as European ships and merchants entered the realm of the "southern seas"? - Who were the people that traded at Malacca and where did they come from? - Why was Malacca a preferred trading post? | <u>Content Vocabulary</u> entrepôt Afroeurasia global convergence luxury Tome Pires shabandar sultan | <u>Big Ideas/Formative Understanding:</u> - trade before European exploration | <u>Learning Activities</u> 1. Identify place names and map trade routes <ul style="list-style-type: none"> • Notes • Project Assessment Choices <ul style="list-style-type: none"> • News Report • Role Playing • Meeting of the Minds 2. Extension Activities 3. Anticipation Guide for Malacca 4. Case Study of Malacca <ul style="list-style-type: none"> • Map • Questions |
| <u>Academic Vocabulary</u> - convergence - accelerate - commercial | <u>Resources</u> <ul style="list-style-type: none"> • World History for Us All - Big Era Six; Lesson 1 & 2 (along | <u>NonFiction text for ELA</u> | <u>Opportunities for Differentiation</u> See Above |

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| - network - diffusion - industry | with associated powerpoint) ● Silk Road Brainpop | | |
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| <u>Unit of Study</u> - Hunger For Spices | | | <u>Time Frame</u> 2 weeks |
| <u>Essential Questions:</u> What were the most highly prized spices? Which groups controlled the luxury spice trade? Why were spices reserved for wealthy Europeans? Is one group of people justified in taking over trade networks from others? What are some prized “trade” items today? What problems arose in working together to trade these prized commodities? | <u>Content Vocabulary</u> middlemen peppercorn humors maritime textile | <u>Big Ideas/Formative Understanding:</u> The spice trade was the beginning of the shift from Asia to Europe as the major economic center. The misinformation over the health benefits of spices will provoke the coming of the Scientific Revolution in Europe. | <u>Learning Activities</u> 1. “Spice It Up” Reading ● Three-Level Guide Applied Level Questioning Modern Day Do we have any beliefs today that you think are as misguided as the ideas that people 500 years ago thought were true regarding the healthy properties of spices? |
| <u>Academic Vocabulary</u> commodity manufacture | <u>Resources</u> ● World History for Us All - Big Era Six; Lesson 3 (along with | <u>NonFiction text for ELA</u> | <u>Opportunities for Differentiation</u> Three tiered questions for the Spice It Up reading |

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| | associated powerpoint) | | |
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| <u>Unit of Study</u> - Europeans in the Indian Ocean | | | <u>Time Frame</u> 2 weeks |
| <u>Essential Questions:</u> Compare and Contrast: European strategies for trade and the way commercial networks working in the Indian Ocean (ex. Malacca). How did shipboard cannons change the rules of trade? | <u>Content Vocabulary</u> Iberians Vasco de Gama | <u>Big Ideas/Formative Understanding:</u> Maritime technologies from Arab traders and knowledge of wind patterns and sea currents allowed for exploration. Shift from Asia to Europe as the major economic center | <u>Learning Activities</u> 1. Reading - <i>Cannon to the Right of Us, Cannon to the Left of Us: How Shipboard Cannon Changed the Rules</i> 2. Dialectical Journal - Student Pairings? <ul style="list-style-type: none"> • What Happened? • What Might or Should Have Happened? 3. Culminating Project? |
| <u>Academic Vocabulary</u> cargo expedition recoil | <u>Resources</u> <ul style="list-style-type: none"> • World History for Us All - Big Era Six; Lesson 4 (along with associated powerpoint) | <u>NonFiction text for ELA</u> | <u>Opportunities for Differentiation</u> Leveled reading groups, Project choices |

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| Unit of Study - Columbian Exchange | | | <u>Time Frame</u> 6 weeks |
| <u>Essential Questions:</u> Who were the prominent explorers from Portugal, and Spain? What were their contributions? Why was the Columbian Exchange the most dramatic consequence of global convergence at this time? How did the Columbian Exchange affect population changes in Europe and the Americas? | <u>Content Vocabulary</u> Prince Henry the Navigator, Vasco de Gama, Christopher Columbus, Amerigo Vespucci, Ferdinand Magellan Old World/New World Columbian Exchange northwest passage Cape Horn Cape of Good Hope pathogens cash crop | <u>Big Ideas/Formative Understanding:</u> The Columbian Exchange led to drastic population shifts. Certain nutritious and high-calorie crops were responsible for populations abilities to sustain large numbers. Through exploration and trade the Old World and the New World become permanently globally connected. Our global economy and the availability of all kinds of foods have led us largely to ignore the origins of items we eat just about every day. | <u>Learning Activities</u> 1. Favorite Foods and Ingredients <ul style="list-style-type: none"> Decide origins (Afroeurasia or Americas) 2. Read <i>Importance of the Columbian Exchange</i> 3. Contemporary Regional Effects of the Columbian Exchange 4. Poster Advertisement for impactful crop <ul style="list-style-type: none"> Students pick the most important crop |
| <u>Academic Vocabulary</u> diffusion | <u>Resources</u> <ul style="list-style-type: none"> World History for Us All - Big Era Six; Lesson | <u>NonFiction text for ELA</u> | <u>Opportunities for Differentiation</u> |

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| microorganisms | 5 (along with associated powerpoint) <ul style="list-style-type: none"> Brainpop <i>Christopher Columbus & Columbian Exchange</i> | | |
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| <u>Unit of Study</u> - The Great Dying (and it's relationship to slavery in the Americas) | | | <u>Time Frame</u> 10 weeks (or more) |
| <u>Essential Questions:</u> What demographic changes occurred to foster the exploitation and brutalization that followed the Great World Convergence? Which societies dominated others? What are some legacies of these inequities that linger still today? What is the relationship between population and wealth? What is the correlation between standard of living and life expectancy? How come the populations of the new world died out but the Europeans did not? How can we understand the great dying and the plantation complex from multiple perspectives? | <u>Content Vocabulary</u> demography/demographics immunity standard of living life expectancy pandemic infant mortality rate literacy rate plantation complex conquistador Aztec Warrior Indian laborer African slave | <u>Big Ideas/Formative Understanding:</u> There are negative consequences to the Columbian Exchange. The inequalities we witness in present day is directly linked to the Great Dying. There are multiple perspectives in every historical event. | <u>Learning Activities</u> Students will examine a chart to interpret population changes in major world regions between 1400-1800. They will then infer the possible causes and effects of these changes. World population today? 6 Billion people and many are not flourishing. Why? Students will read the "Great Dying and the Plantation Complex" from a variety of perspectives. Students will compare and contrast the American Indian experience with that of the African slaves who were forced to work on plantations. Here they will learn about the common experience of exploitation and the differences in |

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| Why is it important to understand the different views and motivations of specific groups? | European plantation owner | | the experience of the slaves. |
| <u>Academic Vocabulary</u> innoculate inequality perspective population | <u>Resources</u> <ul style="list-style-type: none"> World History for Us All - Big Era Six; Lesson 6 (along with associated powerpoint) Brainpop - <i>Conquistadors, Maya, Inca, Aztec</i> | <u>NonFiction text for ELA</u> | <u>Opportunities for Differentiation</u> |

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| <u>Unit of Study</u> - Military Revolution | | | <u>Time Frame</u> 2-3 weeks |
| <u>Essential Questions:</u> Changes in weapons, tactics, army recruitments, and state funding of military buildups and wars made up the “military revolution.” What is the relationship between treasuries, funding, and the development of weapons? | <u>Content Vocabulary</u> Social Political Economic Cultural revolution revenue | <u>Big Ideas/Formative Understanding:</u> Gunpowder technologies were in the possession of several states and empires, some European, many not. The acquisition of gunpowder technologies for Europeans coincided with their overseas ventures to Africa, Asia, and the Americas. Locate gunpowder empires and discuss why they might have sought gunpowder technologies. | <u>Learning Activities</u> Students will look at a handout called “Sixteenth-Century States with Gunpowder Technologies.” They will learn the location of these empires and discuss why they might have sought gunpowder technologies. Students will read “Gunpowder, an Explosive Issue: The Military Revolution.” This will trace the spread of gunpowder technology and its adoption in Europe. Students will fill out “Applying Categories of History to the Military Revolution.” They will examine some of the reasons for Military Revolution and analyze them in terms of political, economic, social, or cultural aspects |

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| <u>Academic Vocabulary</u> innovation technology projectile exploitation | <u>Resources</u> World History for Us All - Big Era Six; Lesson 7 (along with associated powerpoint) | <u>NonFiction text for ELA</u> | <u>Opportunities for Differentiation</u> |

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| <u>Unit of Study -</u> Scientific Revolution & Enlightenment | | | <u>Time Frame</u> 4 weeks |
| <u>Essential Questions:</u> What scientific advancements drove humans to interact differently with each other, their environment, and new ideas? | <u>Content Vocabulary</u> stern-post rudder compass printing press lateen sail Enlightenment Vocab | <u>Big Ideas/Formative Understanding:</u> While European scientific knowledge has been of great importance, there is nevertheless a link between those advances and the science that has been achieved earlier in Asia and the Muslim world. Scientific advancements in navigational technology and gunpowder allowed Europeans to impose themselves onto pre-existing trade economies to create vast commercial overseas empires under their control. Enlightenment Big Ideas Focus on Inventions and how they impact how humans interact with each other , their environment, and new ideas for Scientific Revolution. | <u>Learning Activities</u> Students will research invention to look at impact on their interactions Various perspectives of Leaders of the Enlightenment Biographical Project/Assignment |

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| <u>Academic Vocabulary</u> | <u>Resources</u> - World History for Us All - Big Era Six; Lesson 8 (along with associated powerpoint) and Close Unit on Leaders of the Enlightenment | <u>NonFiction text for ELA</u> | <u>Opportunities for Differentiation</u> |
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"America was a banana of wealth."

Humans

er, beaurucratic states

earns technology "gunpowder empires"
t from Asia to Europe as the
ajor economic center

1400-1800 ish
Humans interacting w/

Environment

- major population increase in Afroewasia
- major population decrease in Americas
- Rampant Deforestation, Mining, energy demands of industry

Ideas

"Europe was a hot tub of ideas!"

Scientific Revolution/Enlightenment
Protestant Reformation