

Year-at-a-Glance

7th Grade World History and Geography: Medieval and Early Modern Times

Grade Level Essential Questions					
<ul style="list-style-type: none"> How did the distant regions of the world become more interconnected through medieval and early modern times? What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions? How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment? Why did many states and empires gain more power over people and territories over the course of medieval and early modern times? How did major religions (Judaism, Christianity, Islam, Buddhism, Hinduism, and Sikhism) and cultural systems (Confucianism, the Scientific Revolution, and the Enlightenment) develop and change over time? How did they spread to multiple cultures? 					
Units of Study	Chapters**	Trimester	Tier 2 Vocabulary*		Resources
Unit 1: The World in 300 CE	<ul style="list-style-type: none"> The World in 300 C.E. (pp.0-4) 	1	Analyze Argument Cause and Effect Central Idea Cite/Citation Claim Conclude/Conclusion Credible/Credibility Decline Drawing Conclusions Economic Evaluate Evidence Excerpt Facts Infer/Inference Label	Opinions Patterns Perspective Point of view Political Primary Source Relevant Secondary Source Significance Social Supporting Details Trace	HSS Framework HSS Standards
Unit 2: Rome and Christendom, 300 to 1200	<ul style="list-style-type: none"> Chapter 1 Chapter 2 	1			
Unit 3: Southwestern Asia, 300-1200: Persia and the World Islam	<ul style="list-style-type: none"> Chapter 3 	2			
Unit 7: West Africa, 900-1400	<ul style="list-style-type: none"> Chapter 8 	2			
Unit 6: The Americas, 300-1490	<ul style="list-style-type: none"> Chapter 7 	2			
Unit 8: Sites of Encounter in the Medieval World, 1150-1490	<ul style="list-style-type: none"> Review of C5L3 & C4L1 	3			
Unit 9: Global Convergence	<ul style="list-style-type: none"> Chapter 11 	3			
Unit 10: The Impact of Ideas, 1500-1750	<ul style="list-style-type: none"> Chapter 10 	3			

*This is not an exhaustive list.

** McGraw-Hill - World History & Geography: Ancient Civilizations

Overview

The medieval and early modern periods provide students with opportunities to study the rise and fall of empires; the diffusion of religions and languages; and significant movements of people, ideas, and products. Over this period, the regions of the world became more and more interconnected. Although societies were quite distinct from each other, there were more exchanges of people, products, and ideas in every century. The focus must be on questions that get at the larger world geographical, historical, economic, and civic patterns. To answer these questions, students study content-rich examples and case studies, rather than surveying all places, names, and events superficially. Students approach history as an investigative discipline. They also analyze evidence from written and visual

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primary sources, supplemented by secondary sources, to form historical interpretations. Both in writing and speaking, they cite evidence from textual sources to support their arguments.

In addition to developing historical analysis skills and inquiry skills, students should be taught to develop their reading, writing, listening, and speaking skills, which will enhance their understanding of historical content. Teachers should refer to the ELA/ELD standards as well as the CCSS Literacy in History Standards to support students in developing these skills.

One of the great historical projects of the last few decades has been to shift from teaching Western Civilization to teaching world history focusing on Afroeurasia or the Eastern Hemisphere and the Americas or the Western Hemisphere. This shift away from Eurocentric biases gives students a worldview concept of history that encompasses and includes a wide variety of perspectives that belong in an inclusive study of world history.

Themes and large questions offer cohesion to the world history course, but students also need to investigate sources in depth. For this, a useful concept is the site of encounter, a place where people from different cultures meet and exchange products, ideas, and technologies. A site of encounter is a specific place, such as Sicily, Quanzhou, or Tenochtitlán/Mexico City, and students analyze concrete objects, such as a porcelain vase or the image of a saint, exchanged or made at the site. As students investigate the exchanges that took place and the interactions of merchants, bureaucrats, soldiers, and artisans at the site, they learn to consider not only what was happening in one culture but also how cultures influenced each other. They also gain fluency in world geography through maps.

Although this framework covers the existing seventh grade content standards, it reorganizes the units. Additionally, some standards have been omitted from the framework and additional content has been added in order to shift away from Eurocentric view to an inclusive world view. Each of the new units has investigative focus questions to guide instruction and concrete examples and case studies for in-depth analysis. The new units are:

1. **The World in 300 CE** (Interconnections in Afroeurasia and Americas)
2. **Rome and Christendom, 300 CE to 1200** (Roman Empire, Development and Spread of Christianity, Medieval Europe, Sicily)
3. **Southwestern Asia, 300 to 1200; World of Islam** (Persia, Umayyad & Abbasid Caliphates, Development and Spread of Islam, Sicily, Cairo)
4. **South Asia, 300 to 1200** (Gupta Empire, Spread of Hinduism and Buddhism, Srivijaya)
5. **East Asia, 300 to 1300** (China during Tang & Song, spread of Buddhism, Korea & Japan, Quanzhou)
6. **West Africa, 900-1600** (Ghana, Mali)
7. **Americas, 300 to 1490** (Maya, Aztec, Inca)
8. **Sites of Encounter in Medieval World, 1200-1490** (Mongols, Majorca, Calicut)
9. **Global Convergence, 1450-1750** (Voyages, Columbian Exchange, Trade Networks, Gunpowder Empires; Colonialism in Americas & Southeast Asia, Atlantic World)
10. **Impact of Ideas, 1500-1750** (Spread of Religions; Reformation; Renaissance, Scientific Revolution, Enlightenment)

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The Four Shifts

The four shifts of the new HSS framework are content, inquiry, literacy, and citizenship. The following excerpts are examples of each shift outlined in the framework.

Shift in Content	Shift in Inquiry
“The American colonial struggle for independence occurred in a global content. The following questions can help students consider the perspectives of those that did not serve in either the Continental or British armies: How and why did Indians participate in the American Revolution? How did the alliances and treaties made by American Indians affect their relationship with both the Patriots and the British? How did American calls for independence inspire other nations, such as France and the French colony of Haiti?”	“Students can consider the question: How did Manifest Destiny contribute to American expansion? To deepen their understanding of the changing political and economic geography and the settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest; they could describe the lives of fur trappers and the impact they had on the knowledge of the geography of the west; they could map the explorations of trailblazers; they might discuss the searing accounts of the removal of Indians and the Cherokees’ Trail of Tears, and they could interpret maps and documents relating to the long sea voyages around the horn of South America and overland treks that opened the West.”
Shift in Literacy	Shift in Citizenship
“Through a careful examination of selected sentences from a variety of primary sources, such as Jefferson’s letter to Washington, Alexander Hamilton’s Report on the Public Credit, or Thomas Jefferson’s The Kentucky Resolutions...To support the comprehension of these difficult and dense primary source texts, teachers will need to employ a variety of literacy support strategies, such as strategies designed to define unfamiliar vocabulary within context, identify the thesis of a written argument, and evaluate evidence in support of a claim.”	“Noting the intersections between previously studied reform movements, the women’s rights movement and the abolitionist movements, students can study the efforts of educators such as Catherine Beecher, Emma Willard, and Mary Lyon to establish schools and colleges for women. Students may examine the relationship of these events to contemporary issues considering the question: Why do periods of reform arise at certain historical moments?”

As teachers plan a unit, they should determine what new content is introduced from the framework that is not included in the standards. Teachers should also determine how students will engage in the inquiry process, where literacy can be addressed, and what, if any, opportunities there are for instruction in citizenship/civics.