

# GRADE 7 WORLD HISTORY GEOGRAPHY: MEDIEVAL /EARLY MODERN TIMES

## Instructional Block 3

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.			
1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Chivalry</li> <li>• Crusades</li> <li>• Feudalism</li> <li>• Guild</li> <li>• Manorial system</li> <li>• Self-sufficiency</li> <li>• Aristocracy</li> <li>• Constitution</li> <li>• Natural law</li> <li>• Political order</li> <li>• Epidemic</li> <li>• Hierarchy</li> <li>• Apprenticeship</li> <li>• Monasticism</li> </ul>	<b>Reading Like a Historian Lessons</b>  <b>Dark Ages</b>  <b>The First Crusade</b>  <b>Understanding the Black Death</b>  <b>The Black Death in Florence</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.			
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.			
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).			
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).			
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.			
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global			

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population.			
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").			
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.			
<p><b>Sample Essential Questions</b></p> <p><u><i>Big Idea: Religion influences societies and governments</i></u></p> <p>How can religion unite people?          How does religion influence government?          What influence does religion have on order?          How do heads of church and heads of state interact?          How do religion and government conflict?          What does religion provide (give to) man?          In what ways are religion and government the same?          How can religion influence government?          Is religion needed to rule?</p> <p><u><i>Big Idea: Commerce influences relationships</i></u></p> <p>What are unintended consequences of commerce?          How is trade responsible for cultural exchange?          How can commerce lead to expansion?          How can commerce lead to conflict?</p>		<p><u><i>Big Idea: Scholarship and conflict are pathways to change</i></u></p> <p>How do colliding ideas create change?          How does art and scholarship influence man?          How does learning and innovation conflict with religion?          How much influence should religion have over scholarship?</p>	

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7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.			
1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Humanism</li> <li>• Individualism</li> <li>• Renaissance</li> <li>• Revival</li> <li>• Classical</li> <li>• Vernacular</li> <li>• Secular</li> </ul>	<b>Reading Like a Historian Lessons</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.			
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.			
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).			
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).			
<b>Sample Essential Questions</b> <u>Big Idea: Religion influences societies and governments</u> How does religion affect education? How do new ideas change the way we see the world? How does technology influence religion? How does technology challenge religion? How can philosophy progress? How does religion influence art and innovation? How does art reflect philosophy? <u>Big Idea: Commerce influences relationships</u> What is the relationship between education and wealth? How does trade spread ideas? What causes change in behavior? How can religion influence commerce?		<u>Big Idea: Scholarship and conflict are pathways to change</u> How do increased educational opportunities affect society? How do new ideas change the way we see the world? How do individuals make a difference? How does learning and innovation conflict with religion? When is knowledge a dangerous thing? How much influence should religion have over scholarship?	

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7.9 Students analyze the historical developments of the Reformation.			
1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Nation state</li> <li>• Reformation</li> <li>• Counter Reformation</li> <li>• Missionary</li> <li>• Inquisition</li> <li>• Theology</li> <li>• Theocracy</li> <li>• Self-government</li> <li>• Federalism</li> <li>• Faith</li> <li>• Predestination</li> </ul>	<b>Reading Like a Historian Lessons</b>  <b>Martin Luther</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).			
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.			
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.			
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).			
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.			
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).			
<b>Sample Essential Questions</b> <u><i>Big Idea: Religion influences societies and governments</i></u> How does religion affect progress? How can internal turmoil within a religion affect a larger society or government? How can point of view create conflict and change? How can philosophy progress? How does philosophy challenge the status quo? <u><i>Big Idea: Commerce influences relationships</i></u> Do limits on religion affect the creation of wealth? How can commerce corrupt religion? How can religion influence commerce?		<u><i>Big Idea: Scholarship and conflict are pathways to change</i></u> When should society control individuals? How does learning and innovation conflict with religion? When is knowledge a dangerous thing? How much influence should religion have over scholarship?	

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7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.			
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Rationalism</li> <li>• Scientific Method</li> <li>• Theories</li> <li>• Hypothesis</li> </ul>	<p><b>Reading Like a Historian Lessons</b></p> <p><b>Galileo</b></p>	<p><b>CCSS Writing Emphasis</b></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).			
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.			
<p><b>Sample Essential Questions</b></p> <p><u>Big Idea: Religion influences societies and governments</u></p> <p>How can philosophy progress?</p> <p>How does religion influence art and innovation?.</p> <p><u>Big Idea: Commerce influences relationships</u></p> <p>How does science conflict with religion?</p>		<p><u>Big Idea: Scholarship and conflict are pathways to change</u></p> <p>How are education and science connected?</p> <p>When does scientific study encourage conflict?</p> <p>How do new ideas lead to change?</p> <p>How can we preserve our beliefs and values during times of rapid change in science and technology?</p> <p>How can expansion weaken power?</p> <p>How does learning and innovation conflict with religion?</p> <p>When is knowledge a dangerous thing?</p> <p>How much influence should religion have over scholarship?</p>	

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7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).			
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Rationalism</li> <li>• Absolute monarchy</li> <li>• Aristocracy</li> <li>• Enlightenment</li> <li>• Human rights</li> <li>• Mercantilism</li> <li>• Nationalism</li> <li>• Republic</li> <li>• Secularism</li> <li>• Westernization</li> <li>• Natural rights</li> <li>• Columbian Exchange</li> <li>• Market economy</li> </ul>	<b>Reading Like a Historian Lessons</b>  <b>Atahualpa and the Bible</b>  <b>Middle Passage</b>	<b>CCSS Writing Emphasis</b> 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.			
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.			
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.			
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).			
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.			
<b>Sample Essential Questions</b> <i>Big Idea: Religion influences societies and governments</i> How can philosophy progress? How does religion influence art and innovation? <i>Big Idea: Commerce influences relationships</i> How do changing ideas affect commerce? How does learning new information change things? How does exploration expand commerce?		<i>Big Idea: Scholarship and conflict are pathways to change</i> How do economic incentives encourage innovation? How does the legacy of earlier groups and individuals influence subsequent generations? How does learning and innovation conflict with religion? When is knowledge a dangerous thing? How much influence should religion have over scholarship? Who should control access to knowledge?	