

SOCIAL STUDIES – GRADE 7

Grade: 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.: Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia.

Suggestion for Integrating International

Content: Have students develop a hypothetical student code of conduct based on the Code of Hammurabi principle “an eye for an eye.” Discuss the pros and cons of such a code.

Grade: 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.2**Core Standard:** Yes

Standard Description (Academic or Indicator): Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.: Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy. (Individuals, Society and Culture)

Suggestion for Integrating International

Content: Have students create posters that illustrate the major steps in the construction of a pyramid, the making of papyrus, or mummification. *Suggested resource:* www.ancientegypt.co.uk.

Grade: 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.2**Core Standard:** Yes

Standard Description (Academic or Indicator): Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.: Describe the achievements of ancient Egypt in

art, architecture, religion, and government and the development of the concept of theocracy.

Suggestion for Integrating International

Content: Have students identify and explain the ancient Egyptian symbols found on the back of a dollar bill.

Grade: 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.: Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics, and Chinese calligraphy. (Individuals, Society and Culture)

Suggestion for Integrating International

Content: Have students write a sentence using the symbols and pictograms from Sumerian cuneiform, Egyptian hieroglyphics, Chinese calligraphy, and the Phoenician alphabet. Discuss what these symbols reveal about each culture.

Grade: 7**Academic Standard:** 7.1**Academic Standard Indicator:** 7.1.4**Core Standard:** Yes

Standard Description (Academic or Indicator): The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.): Describe the historical origins, central beliefs, and spread of major religions. (Individuals, Society and Culture)

Suggestion for Integrating International

Content: Have students create a comparison table for the major world religions with various column headings. *Examples:* Founder; Religious Text; Name Given to Believers; Place of Worship; View of the Afterlife.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.4

Core Standard: Yes

Standard Description (Academic or Indicator): The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.): Describe the historical origins, central beliefs, and spread of major religions. (Individuals, Society and Culture)

Suggestion for Integrating International

Content: Have students identify the nations with flags containing Islamic symbols. *Examples:* The crescent moon and five pointed star symbols.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.6

Core Standard: Yes

Standard Description (Academic or Indicator): The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.): Explain the importance of early trade routes in the eastern Mediterranean, South Asia, and China, including the early Silk Road.

Suggestion for Integrating International

Content: Have students simulate the exchange of goods on the Silk Road that connected the Mediterranean basin with China.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.13

Core Standard: Yes

Standard Description (Academic or Indicator): Exploration, Conquest and Post-Colonial States: 1500 to the Present: Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific.

Suggestion for Integrating International

Content: Have students color code a map of Asia or Africa, indicating which nations were colonized, when they were colonized, and by

what European country. In parenthesis, indicate date of independence.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.14

Core Standard: Yes

Standard Description (Academic or Indicator): Exploration, Conquest and Post-Colonial States: 1500 to the Present: Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism. (Individuals, Society and Culture)

Suggestion for Integrating International

Content: Have students create maps illustrating how the European powers divided and colonized countries in Africa and Asia. Have them consider if this could happen again and discuss why or why not.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.14

Core Standard: Yes

Standard Description (Academic or Indicator): Exploration, Conquest and Post-Colonial States: 1500 to the Present: Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism. (Individuals, Society and Culture)

Suggestion for Integrating International

Content: Using the movie *Ghandi* and related primary sources, have students write an essay describing the negative effects of British imperialism on India.

Grade: 7

Academic Standard: 7.1

Academic Standard Indicator: 7.1.23

Core Standard: No

Standard Description (Academic or Indicator): Chronological Thinking, Historical Comprehension, Analysis and

Interpretation, Research: Compare perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts.

Suggestion for Integrating International

Content: Use the Socratic Method or another discussion form to help students understand why it is important for U.S. officials and business people to be respectful of various cultural norms when negotiating deals and contracts internationally.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.2

Core Standard: Yes

Standard Description (Academic or

Indicator): Foundations of Government:

Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa, and China.

Suggestion for Integrating International

Content: Have students create maps in which they color code the various types governments in the eastern hemisphere, ranging from most autocratic to most democratic. Have them use almanacs in their research.

Grade: 7

Academic Standard: 7.2

Academic Standard Indicator: 7.2.5

Core Standard: Yes

Standard Description (Academic or

Indicator): Roles of Citizens: Define and compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.

Suggestion for Integrating International

Content: Have students create a "Citizen's Role Analysis Table" for the nations of Australia, China, Egypt, Japan, and South Africa with various column headings. *Examples:* Nations; Suffrage Requirements; Voting Methods; Voluntary Organizations. *Suggested resource:* <https://www.cia.gov/library/publications/the-world-factbook/>.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or

Indicator): Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities and will use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Suggestion for Integrating International

Content: Have students create a line graph comparing the land area of five African or Asian nations. *Suggested resource:* <http://nces.ed.gov/nceskids/createagraph/>.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.1

Core Standard: Yes

Standard Description (Academic or

Indicator): The World in Spatial Terms: Identify and locate on maps the countries of Africa, Asia, and the Southwest Pacific.

Suggestion for Integrating International

Content: Have students learn the locations of the nations in Africa, Asia, and the Southwest Pacific by using online interactive geography quizzes. *Suggested resource:* <http://www.ilike2learn.com/>.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.4

Core Standard: Yes

Standard Description (Academic or

Indicator): Places and Regions: Identify and describe major physical characteristics of regions in Africa, Asia, and the Southwest Pacific.

Suggestion for Integrating International

Content: On a blank map of Africa or Asia, have students locate and identify the major physical characteristics of that continent. *Examples:* Oceans; seas; gulfs; lakes; rivers; deserts; mountains.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.9

Core Standard: No

Standard Description (Academic or Indicator): Physical Systems: Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific.

Suggestion for Integrating International

Content: On a map, have students locate the major coal and oil reserves in the world.

Suggested resource:

<http://www.worldcoal.org/coal/where-is-coal-found/>.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.11

Core Standard: Yes

Standard Description (Academic or Indicator): Human Systems: Identify and explain the importance of the early cultural hearths in the Nile River Valley, Mesopotamia, the Indus River Valley, and the Huang River Valley.

Suggestion for Integrating International

Content: In groups, have students write articles for newspapers that they create for the major cultural hearths, using Microsoft Publisher or similar software. *Examples:* Earliest cities; rulers or dynasties; inventions; social classes; religious practices.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.11

Core Standard: Yes

Standard Description (Academic or Indicator): Human Systems: Identify and

explain the importance of the early cultural hearths in the Nile River Valley, Mesopotamia, the Indus River Valley, and the Huang River Valley.

Suggestion for Integrating International

Content: Have students suggest answers to questions pertaining to early river civilizations. *Examples:* How is flooding controlled? How can water be redirected from the river to the crop fields? Who maintains the irrigation canals? How is water divided among communities?

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.12

Core Standard: Yes

Standard Description (Academic or Indicator): Human Systems: Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.

Suggestion for Integrating International

Content: Using the “Create a Graph” website or a similar resource, have students create a population pie chart of the world’s continents and/or African and Asian nations. *Suggested resource:*

<http://nces.ed.gov/nceskids/createagraph/default.aspx>.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.12

Core Standard: Yes

Standard Description (Academic or Indicator): Human Systems: Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.

Suggestion for Integrating International

Content: Have students create a line graph comparing the population of five African or Asian nations. Students can then create pie charts showing the split between the urban and rural population of each nation. *Suggested resource:*

<http://nces.ed.gov/nceskids/createagraph/default.aspx>.

Grade: 7

Academic Standard: 7.3

Academic Standard Indicator: 7.3.12

Core Standard: Yes

Standard Description (Academic or Indicator): Human Systems: Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.

Suggestion for Integrating International Content: Using Microsoft Publisher or similar software, have students create a travel brochure for an Asian or African nation, identifying important facts. *Examples:* Population; languages; religions; landmarks; points of interest.

Grade: 7

Academic Standard: 7.4

Academic Standard Indicator: 7.4.2

Core Standard: Yes

Standard Description (Academic or Indicator): Identify economic connections between the local community and the countries of Africa, Asia, or the Southwest Pacific.

Suggestion for Integrating International Content: Have students select an African or Asian nation to research. Students should identify their selected nation's major imports, exports, and trading partners. *Suggested resource:* <https://www.cia.gov/library/publications/the-world-factbook/>.

Grade: 7

Academic Standard: 7.4

Academic Standard Indicator: 7.4.3

Core Standard: No

Standard Description (Academic or Indicator): Illustrate how international trade requires a system for exchanging currency between and among nations.

Suggestion for Integrating International Content: Using a map of Indiana which illustrates the state's global business connections, have students discuss why international trade is

important. **Suggested resource:**

<http://www.locationindiana.com>, specifically <http://www.locationindiana.com/pdfs/0901016-EDForeignInvestMap11x17-IN-FINAL.pdf>.

Grade: 7

Academic Standard: 7.4

Academic Standard Indicator: 7.4.3

Core Standard: No

Standard Description (Academic or Indicator): Illustrate how international trade requires a system for exchanging currency between and among nations.

Suggestion for Integrating International Content: Have students identify items at home that are produced in other countries. After they share their lists of items with the class, have each student choose one item and draw a picture of it. Next, place the pictures on the corresponding countries of a wall map. Discuss how not all countries use the same currency, making an exchange system necessary.

Grade: 7

Academic Standard: 7.4

Academic Standard Indicator: 7.4.6

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.

Suggestion for Integrating International Content: Have students create a bar graph of the GDP for selected African and Asian nations. *Suggested resources:* <http://nces.ed.gov/nceskids/createagraph/default.aspx>; <https://www.cia.gov/library/publications/the-world-factbook/>.

Grade: 7

Academic Standard: 7.4

Academic Standard Indicator: 7.4.6

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.

Suggestion for Integrating International

Content: Have students create two line graphs. One graph should compare the literacy rate of five African or Asian nations and the other should compare the per capita GDP of these African or Asian nations. Discuss the connection between literacy rate and GDP. *Suggested resource:*

<http://nces.ed.gov/nceskids/createagraph/default.aspx>.

Grade: 7

Academic Standard: 7.4

Academic Standard Indicator: 7.4.6

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.

Suggestion for Integrating International

Content: Have students create a graph of various economic indicators in several countries.

Examples: GDP; Human Development Index; literacy rates; number of television sets. Have students compare their data, drawing conclusions about what the quality of life and standard of living might be like in other nations. *Suggested resources:*

<https://www.cia.gov/library/publications/the-world-factbook/>;

http://www.nationmaster.com/graph/med_tel_per_cap-media-televisions-per-capita.
