

Europe March and April -7<sup>th</sup> Grade (9/03/09)

Standards	Vocabulary	Activities /Assessments	Resources
<p><b>W3.1.1 Describe</b> the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</p> <p><b>W3.1.2 Using</b> historic and modern maps, <b>locate</b> three major empires of this era, describe their geographic characteristics including physical features and climates, and <b>propose</b> a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p><b>W3.1.3 Compare</b> and <b>contrast</b> the defining characteristics of a city-state, civilization and empire</p> <p><b>W3.1.4</b> Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions</p> <p><b>W3.1.5 Describe</b> major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p> <p><b>W3.1.6 Use</b> historic and modern maps to <b>locate</b> and <b>describe</b> trade networks among empires in the classical era.</p> <p><b>W3.1.7 Use</b> a case study to <b>describe</b> how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</p> <p><b>W3.1.8 Describe</b> the role of state authority, military power, taxation system, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p>	<p>Alliance</p> <p>City-state</p> <p>Cold War</p> <p>Communism</p> <p>Currency</p> <p>Czar</p> <p>Democracy</p> <p>Détente</p> <p>Empire</p> <p>Euro</p> <p>European Union</p> <p>Fascism</p> <p>Feudalism</p> <p>Fjord</p> <p>Iron Curtain</p> <p>Labor Force</p> <p>Monarchy</p> <p>Nazi</p>	<p><b>Differentiated Blank Map Test</b></p> <p><b>Type II Writing – Supranations; good or bad</b></p> <p><b>People:</b></p> <p><b>Joseph Stalin</b></p> <p><b>Adolph Hitler</b></p> <p><b>Winston Churchill</b></p>	<p><b>Nystrom Hands On Geography Desk Map Activities 1993</b></p> <p><b>National Geographic map of Europe in Transition and activities</b></p> <p><b>The Aral Sea Power Point</b></p> <p><b>InspirEd Europe (2003)</b></p> <p><b>Cold War Lesson</b></p> <p><b><u>The Butter Battle Book</u> by Dr. Suess</b></p> <p><b>InspirEd Europe (2003)</b></p> <p><b>Euro Simulation</b></p> <p><b>TCI Contemporary World Cultures (2000) Activity 5 “The Unraveling of the Soviet Economy”</b></p> <p><b>History Alive! (TCI 1999)Ancient World History Sampler – Activity 6 –Tracing the Development of Democracy</b></p>

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<p><b>W3.1.9 Describe</b> the significance of legal codes, belief systems, written languages and communications in the development of large regional empires</p> <p><b>W3.1.10 Create</b> a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p><b>G1.1.2</b> Draw an accurate sketch map of Europe from memory.</p> <p><b>G1.2.1</b> Locate the major landforms, rivers and climate regions of Europe.</p> <p><b>G1.2.3</b> Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p><b>G1.2.6</b> Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p><b>G1.3.1</b> Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p><b>G1.3.2</b> Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p><b>G1.3.3</b> Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p>	<p>Oligarchy</p> <p>Parliamentary republic</p> <p>Peninsula</p> <p>Republic</p> <p>Socialism</p> <p>Tariff</p>	<p>Common assessment</p>	<p>Desk Maps Nystrom Europe/Asia Lifelines of Europe #4 A Place Called Chernobyl #11 Collapse of the Iron Curtain #12</p>

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<p><b>G2.2.3</b> Analyze how culture and experience influence people’s perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</p> <p><b>G3.1.1</b> Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).</p> <p><b>G4.1.1</b> Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet Bantu languages in Africa, Islam in Western Europe).</p> <p><b>G4.3.1</b> Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).</p> <p><b>E2.3.1</b> <b>Explain</b> how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</p> <p><b>E3.3.1</b> <b>Explain</b> and <b>compare</b> how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., <b>market economies in Africa;</b></p>			<p>InspirEd Europe  <b>O’Regional Thinking (European Regions) p.9</b>  <b>It’s All Greek to Me (Ancient Greece) p. 61</b>  <b>The Glory of Rome (Ancient Rome) p. 67</b>  <b>Using the Euro (the euro) p.257</b></p>

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<p><b>Europe; command economy in North Korea; and the transition to market economies in Vietnam and China) -</b>                      in Social Studies non-bold in Life Skills see page 22.</p>	<p>United Kingdom                      Ireland                      France                      Spain                      Greece                      Russia                      Germany                      Italy                      Scandinavian Peninsula                      Rhine River                      Danube River                      Volga River                      British Isles                      Ural Mountains                      Mediterranean Sea</p>		

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