

**Africa October and November -7<sup>th</sup> Grade (6/17/08)**

Standards	Vocabulary	Activities /Assessments	Resources
<p><b>W1.2.1 Explain</b> the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).</p> <p><b>W1.2.2 Explain</b> the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p><b>W1.2.3 Compare</b> and <b>contrast</b> the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile.) <i>Covered in 7<sup>th</sup> grade Asia</i></p> <p><b>W2.1.2 Use</b> historical and modern maps and other sources to <b>locate</b>, <b>describe</b>, and <b>analyze</b> major river systems and <b>discuss</b> the ways these physical settings supported permanent settlements and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River Nile River, Indus River).</p> <p><b>W2.1.3 Examine</b> early civilizations to <b>describe</b> their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p><b>W2.1.4 Define</b> the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p> <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>Apartheid Authoritarian Boycott Cash crop City-state Coup (coup d'etat) Desertification Discrimination Drought Colonize Commercial farming Democracy Domesticate Erode Famine Irrigate Life Expectancy Limited Resources Literacy Migrate Nomad Oasis Pilgrimage Racism Savanna Scarcity Sovereign Subsistence Farming Surplus Terrace Cape of Good Hope Great Rift Valley Lake Victoria Madagascar Mediterranean Sea Mt. Kilimanjaro Nile River Red Sea</p>	<p><u>World Cultures and Geography</u></p> <ul style="list-style-type: none"> <li>• Chpt 15 sec. 3 Ancient Egypt</li> <li>• Chpt 17 sec. 1 &amp; 2</li> <li>• Chpt 18 sec. 1 &amp; 2</li> <li>• Chpt 19 Sec. 1 &amp; 2</li> </ul> <p><u>Mr. Donn's Ancient and Medieval Africa</u></p> <ul style="list-style-type: none"> <li>• Trade Routes / Spread of Religion p.24 and p.39 (W3.1.6) (W3.2.2)</li> <li>• p.31-33 (W3.2.1)</li> <li>• p.60 Mecca (W3.2.1)</li> <li>• p..23 (G2.2.2)</li> </ul> <p><u>Africa World Explorer</u></p> <ul style="list-style-type: none"> <li>• Chpt2 sec 1 timeline with map (transparency with notes) &amp; wksht p.20-21 (W1.2.1)</li> <li>• Guiding Questions p.34 Support (W2.1.3)</li> <li>• <i>Africa</i> Chpt 3 sec 3 Transparency (W2.1.4)</li> <li>• Chpt 3 p. 25 activity p.26 chart (W3.1.1)</li> <li>• Chpt 2 sec 1 timeline Transparency (W3.1.7)</li> <li>• Chpt 2 sec 2 Venn trade</li> </ul>	<p><u>Africa World Explorer</u>, Prentice Hall 2003</p> <p><u>The Era of Early Civilizations and Empires</u>, Walch Publishing 2002</p> <p><u>InspirEd Africa</u></p> <p><u>World Cultures and Geography</u>, McDougal Littell 2005</p> <p><u>Mr. Donn's Ancient and Medieval Africa</u>, Social Studies School Service 2006</p> <p><u>Africa and the Middle East Desk Map</u>, Nystrom 1993</p> <p><u>History Alive! Contemporary World Cultures Africa</u>, TCI 2000</p> <p><u>The Era of Early Civilizations and Empires</u>, Walch Publishing 2002</p> <p><u>History Alive! (TCI 1999) Ancient World History Sampler</u></p> <p><u>Material World A Global Family Portrait</u>, Social Studies School Service 2007</p> <p><u>United Streaming Videos</u></p> <p><u>Geography Alive!, Mapping</u></p>

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<p><b>W3.1.2</b> <u>Using</u> historic and modern maps, <u>locate</u> three major empires of this era, describe their geographic characteristics including physical features and climates, and <u>propose</u> a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p><b>W3.1.3</b> <u>Compare</u> and <u>contrast</u> the defining characteristics of a city-state, civilization and empire</p> <p><b>W3.1.5</b> <u>Describe</u> 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</b> <u>Use</u> historic and modern maps to <u>locate</u> and <u>describe</u> trade networks among empires in the classical era.</p> <p><b>W3.1.7</b> <u>Use</u> a case study to <u>describe</u> 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</b> <u>Describe</u> 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><b>W3.1.9</b> <u>Describe</u> the significance of legal codes, belief systems, written languages and communications in the development of large regional empires</p> <p><b>W3.1.10</b> <u>Create</u> a time line that illustrates the rise and fall of classical empires during the classical period.</p>	<p>Sahara Sahel Serengeti Plain</p>	<p>Transparency (W3.1.7)</p> <ul style="list-style-type: none"> <li>• Chpt 2 sec 3 Transparency (W3.1.7)</li> <li>• p.22 Kingdom Support p. 36 timeline Support (W3.1.10)</li> <li>• Chpt 5 sec 3 Transparency (G2.2.2)</li> <li>• Chpt 1 p. 13 Support &amp; Activity p.8 (G3.2.1)</li> <li>• Chpt 5 sec 1 Transparency (W3.1.8)</li> </ul> <p><u>Africa and the Middle East Desk Map</u></p> <ul style="list-style-type: none"> <li>• 6a Exploring the Great Rivers (W2.1.2)</li> <li>• 12a Kingdoms and Empires of Africa (W3.1.2)</li> </ul> <p><u>History Alive! Contemporary World Cultures Africa</u></p> <ul style="list-style-type: none"> <li>• Activity 5 Discovering African Influences in American Culture (W3.1.5)</li> <li>• Activity 2 Mapping the Physiographic Features of</li> </ul>	<p><u>Lab: Africa</u> TCI 2006</p>

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<p><b>W3.2.1 Identify</b> and <b>describe</b> the beliefs of the five major world religions</p> <p><b>W3.2.2 Locate</b> the geographical center of major religions and map the spread through the 3<sup>rd</sup> century C.E./A.D. <i>Tested in 7<sup>th</sup> grade Asia.</i></p> <p><b>W3.2.3 Identify</b> and <b>describe</b> the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia</p> <p><b>G1.1.2 Draw</b> an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</p> <p><b>G2.1.1 Describe</b> the landform features and the climate of the region (within the Western or Eastern Hemisphere) under study.</p> <p><b>G2.1.2 Use</b> information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.</p> <p><b>G2.2.2 Explain</b> that communities are affected positively or negatively by changes in technology (eg increased manufacturing resulting in rural to urban migration, increased farming of fish, pollution resulting from increased manufacturing and automobiles)</p> <p><b>G2.2.3 Analyze</b> 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>Africa (G3.2.1)</p> <ul style="list-style-type: none"> <li>• Activity 3 Adapting to the Climate Regions of Sub-Saharan Africa (G3.2.1)</li> <li>• Activity 5 Understanding the System of Apartheid (C1.1.1)</li> </ul> <p><u>The Era of Early Civilizations and Empires</u></p> <ul style="list-style-type: none"> <li>• Unit 2 Agricultural Revolution (w1.2.2)</li> <li>• Unit 7 Great Empires</li> </ul> <p><u>History Alive! (TCI 1999)Ancient World History Sampler –</u></p> <ul style="list-style-type: none"> <li>• Activity 3-Mapping the Physiographic Features of Egypt and the Near East</li> </ul> <p><u>Inspire Ed Africa</u></p> <ul style="list-style-type: none"> <li>• <i>First Look (Physical Features) p.9</i></li> <li>• <i>The Sands of Time (Sahara) p.14</i></li> <li>• <i>The Longest River (the Nile) p.20</i></li> <li>• <i>Trading Places (Ghana, Mali, and Songhai)</i></li> </ul>	

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<p><b>G3.1.1 Construct</b> and <b>analyze</b> 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>G3.2.1 Explain</b> how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).</p> <p><b>C1.1.1 Explain</b> how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p><b>E3.3.1 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; 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><u>Websites</u></p> <p><a href="http://fga.freac.fsu.edu/academy/afdefor.htm">http://fga.freac.fsu.edu/academy/afdefor.htm</a> (G2.2.2)</p> <p><u>United Streaming:</u></p> <p>“Dr. Leakey</p> <p>“Conquest of Africa”</p> <p>“Journey: Facing the Future”</p> <p>Video: “Color of Friendship”</p> <p><u>Material World A Global Family Portrait</u></p> <ul style="list-style-type: none"> <li>• Mali and South Africa Units (G2.2.3)</li> </ul> <p><u>GMS</u></p> <ul style="list-style-type: none"> <li>• Chart comparing city-states, civilization, and empire (W3.1.3)</li> <li>• Use maps to examine 3 major empires. Make generalizations about the relationship between geographic features and the development of empires (W3.1.2)</li> <li>• Religions unified people’s perception of the world and contribute to cultural</li> </ul>	

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		<p>integration (W3.2.3)</p> <ul style="list-style-type: none"><li>• Memory Map of region</li><li>• Google Earth lesson and GIS exploration of region</li><li>• Climate Graphs for locations at various latitudes and elevations and make predictions from them. (G3.1.1)</li></ul>	

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