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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana Academic Standards Resource Guide

Grade 7

Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific

Updated August 2016

Indiana Department of Education

College and Career Readiness

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APPENDIX A – TEACHER RESOURCE GUIDE

GRADE 7 – Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific

Updated August 2016

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

Bruce Blomberg
Social Studies Specialist
Indiana Department of Education
bblomberg@doe.in.gov
317-232-9078

The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

Standard 1 History

Students examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

General Resources for Eastern Hemisphere

- http://afe.easia.columbia.edu/ -Asia for Educators.
- http://worldhistorymatters.org/ -World History Matters is a portal to world history websites developed by the Center for History and New Media located at George Mason University.
- http://www.atlasofworldhistory.com/ -Free software that lets you create world history maps.
- http://www.stonybrook.edu/libmap/coordinates/seriesb/no3/b3.htm -For 20 years, David Rumsey assembled a collection of more than 150,000 historical maps of the Americas and the world. Motivated by a desire to make his private map collection a free public resource, Rumsey then created an online map library, http://www.davidrumsey.com/, which currently has over 10,000 high resolution images of maps from his collection. He has also built a suite of tools for users to experience and interpret the maps online.
- http://www.besthistorysites.net/ -Best of History Web Sites is a portal that contains annotated links to over 1200 history web sites as well as links to hundreds of quality K-12 history lesson plans, history teacher guides, history activities, history games, history quizzes, and more.
- <http://www.rethinkingschools.org/just_fun/games/mapgame.html> -Middle East countries map practice for students-great for those with Netbooks!
- www.sheppardsoftware.com –Geography and history activities for students-great for those with Netbooks!
- http://k12east.mrdonn.org/index.html -Eastern hemisphere links from Mr. Donn!
- http://www.globalenvision.org/forteachers/17/1228 -Global Envision-Several MS plans on world trade.

Resources continued on next page

- <http://www.rethinkingschools.org/just_fun/games/mapgame.html> -Middle East countries map practice for students-great for those with Netbooks!
- www.sheppardsoftware.com –Geography and history activities for students-great for those with Netbooks!
- http://regentsprep.org/Regents/global/global.cfm -A **NEW** resource from Oswego City School District to help prepare their students for the NY Regents exam in Global History. You may want to bookmark this site!!
- World History for Us All
- Middle School World History

Historical Knowledge

Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.

Resources

- http://ancienthistory.mrdonn.org/overviews.html -Ancient History overview by Mr. Donn.
- http://ancienthistory.mrdonn.org/index.html -A complete listing (index) of all Ancient History links!

7.1.1 Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies.

***River Valley Civilizations:** Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)

Resources

- http://mesopotamia.mrdonn.org/index.html -Mesopotamia from Mr. Donn!
- Treasures of the Earth: Discover Clues to the Past
- China's Terra Cotta Warriors
- 10 Civilizations that Disappeared Under Mysterious Circumstances
- Assyrian Siege of Jerusalem
- BBC: History of the World in 100 Objects – Indus River Valley Seal
- Egyptian Pyramids
- Hammurabi's Code
- Oracle Bone Inscriptions of the Late Shang Dynasty
- River Valleys and the development of complex societies in Afroeurasia

The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)

7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.

Example: Hinduism, Buddhism, Judaism, Christianity and Islam

Resources

- Good brief introduction to the world's major religions for teachers.
- Nice pie chart dividing the world religions by percentage of followers in the world.
- Good overview of world religions from ReligiousTolerance.org .
- China's Terra Cotta Warriors
- Buddhism Q & A
- Buddhism Beliefs
- Foundations of Islam
- Education World: The World's Religions
- Religion Facts: Just the Facts on Religion
- United Religions Initiative: Kids
- **Sikhs**
  - **General Resources**
    - Who are Sikhs? What is Sikhism?
    - History of Sikhism
    - Introduction to Sikhism
  - "Who Are the Sikhs?" video
  - Dastaar: Defending Sikh Identity

7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.

Resources

- Ancient Kingdoms of Africa-Mr. Donn

7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.

Resources

- Mr. Donn and the Silk Road activities.
- Marco Polo Takes A Trip - In this lesson, students will learn about the remarkable travels of Marco Polo. They will consult maps to locate Venice and follow the routes Marco took to Beijing and back. They will learn about the challenges of traveling along the Silk Road, discover some interesting facts about China under Mongol rule, and find out how Marco came to produce his famous book. Then they will work in groups to create a large mural/timeline of the life and adventures of this famous traveler.
- Lots of great images of trade routes from Google.
- Religions Along The Silk Roads

7.1.5 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.

Resources

- Islamic Golden Age
- 1001 inventions of the Muslim Golden Age.
- 1001 Inventions:
- Afroeurasia and the Rise of Islam
- Arts of the Islamic World
- BBC An Islamic History of Europe
- BBC What the Islamic World Did for Us (Islamic Inventions)
- Consolidation of Trans-Hemispheric Networks, 1000-1250 CE
- Contributions of Islamic Civilizations
- Expansion of the Islamic Empire
- Glimpses: Muslims' Contribution to Science
- Islam in Africa
- Muslim Contributions to Science

7.1.6 Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific and analyze the impact slavery had on different civilizations.

Resources

- Slavery in Africa
- Africa Enslaved: A Curriculum Unit on Comparative Slave Systems

7.1.7 Trace the rise, spread and influence of the Mongols.

Resources

- http://mongols.mrdonn.org/ Lots of information from Mr. Donn on the Mongols!
- A Close Reading of Kublai Khan, http://greeceathena.files.wordpress.com/2011/08/common_core_activty_kublai_khan.pdf
- The Mongol Moment, http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape4.php
- The Mongols in World History, http://afe.easia.columbia.edu/mongols/
- Mongolian Women: Then and Now, https://ceas.ku.edu/sites/ceas.ku.edu/files/files/lessonplans/MONGOLIA%20Women%20in%20Mongolia.pdf

Major Civilizations, States and Empires: 300 – 1650

7.1.8 Describe the rise, contributions, and decline of the Chinese dynasties.

Example: The dynastic cycle and the influence of Confucianism

Resources

- http://www-chaos.umd.edu/history/time_line.html -Interactive timeline of Chinese history. Click on the dynasty name for information about that time period.
- http://countries.mrdonn.org/china.html -Mr. Donn's history of China-Includes the two dynasties listed in the example above and the Mandate of Heaven.
- Powerful Portraits Capture China's Empress Dowager
- Emperor Qin in the Afterlife
- Sima Qian: China's 'grand historian'

7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.

Example: Feudalism, shogunate court life, samurai culture

Resources

- http://web-japan.org/kidsweb/ -Very kid-friendly site for students on all things Japanese.
- http://kids.nationalgeographic.com/kids/places/find/japan/ -National Geographic for kids-Japan.
- http://japan.pppst.com/history.html -Mr. Donn's history of Japan-lesson plans and activities
- 1450-1750: Japan, http://afe.easia.columbia.edu/tps/1450_jp.htm
- Bridging World History: Land and Labor Relationships, http://www.learner.org/courses/worldhistory/unit_main_14.html
- Imaging Japanese History, http://www.colorado.edu/cas/tea/curriculum/imaging-japanese-history/
- The Upside of Isolated Civiliations, http://ed.ted.com/lessons/the-upside-of-isolated-civilizations-jason-shipinski

Exploration, Conquest and Post-Colonial States: 1500 to the Present

7.1.10 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Example: The voyages of the Ming dynasty, and Ibn Battuta

Resources

- http://www.mrdowling.com/704-exploration.html -Background information of different explorers.
- http://www.elizabethan-era.org.uk/european-explorers.htm -European explorers-great chart of explorers and where in the world they sailed.
- http://worldhistory.pppst.com/explorers.html -Mr. Donn's Explorers-PPT's for classroom use.

7.1.11 Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.

Resources

- The Age of Imperialism (1870 – 1914)

7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.

Resources

- http://www.japan-guide.com/e/e2129.html -Concise history of Japan from the 1920's to the end of WWII.
- Constructing Imperial Japan, 1868-1890
- Early Imperial Japan

7.1.13 Identify and explain the significance of historical events in the Middle East since the end of World War II.

Example: The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)

Resources

- The Middle East Conflict – a Brief Background
- http://regions.mrdonn.org/mideast.html Mr. Donn's page on the Middle East
- http://geography.mrdonn.org/palestine.html Mr. Donn's page on the Palestine-Israeli conflict-includes a simulation and lesson plans

7.1.14 Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.

Resources

- http://wars.mrdonn.org/WW1.html Mr. Donn's site for WWI
- http://wars.mrdonn.org/WW2.html Mr. Donn's site for WWII
- http://wars.mrdonn.org/index.html Mr. Donn's site for Wars through the ages-includes Korean War, Cold War, Vietnam War, Gulf War, Terrorism, Maps of War (animated)

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

7.1.15 Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

Resources

- China's Terra Cotta Warriors

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
Content Area Literacy Standards: 6-8.LH.2.2, 6-8.LH.4.2

7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources

Resources

- China's Terra Cotta Warriors

Standard 2 Civics and Government

Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.

Foundations of Government

7.2.1 Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

Example: Australia, India and South Africa

Resources

- Decolonization of Asia and Africa, 1945-1960
- Colonization and Nationalism in Southeast Asia
- 1900 to 1950: A Half Century of Crisis and Achievement

7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.

Examples: Japan, North Korea, India, South Africa, and China

Resources

- Women in Africa: Tradition and Change EDSITEment lesson plan-In this lesson students can gain insight into the lives of some black women in Sub-Saharan Africa by adopting a perspective that is in part traditional, based on the arts of African village life, and in part postcolonial, based on the work of African women writing in English and French today
- China and the New Imperialism
- Imperialism in the Far East
- Imperialism and the Open Door
- Japan's Rapid Rise and Fall
- Meiji Imperialism: Japan Joins the West

Functions of Government

7.2.3 Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.

Resources

Forms of Government

- Paradoxes of Global Acceleration
  1945 - Present - World History for us all site of Era 9-1945 to present. Good summary of world events for teachers complete with lesson plans!
- Explore Japan
- India: Government
- North Korea: Government
- South Africa: Government
- China: Government

Human Rights

- Japan
- North Korea
- India
- South Africa
- China

7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

Resources

- What is OPEC? Introduction to OPEC from WiseGeek.
- Home page for OPEC
- 50 Years of OPEC -Short article but great graph on OPEC prices since 1960.
- The Price of Gasoline: What's Behind It" MS lesson plan from EconEdLink. In this lesson, students investigate the variables that contribute to the cost of gasoline. They learn that while OPEC nations do influence the price of oil and thus the price of gasoline, other factors also influence the price. Great lesson to incorporate policy and economics together.

Roles of Citizens

7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.

Standard 3 Geography

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

Geography Websites

- http://geographyworldonline.com/ -A teacher's website that has been online for 13 years-lots of resources searchable by country, natural resources, biomes, cultures, population, and weather-you name it. A huge site!!

The World in Spatial Terms

7.3.1 Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific

Resources

- African Geography from Mr. Donn.
- Australia -Great 28 slide PPT of Australia-good general introduction to the continent.
- Treasures of the Earth: Discover Clues to the Past
- China's Terra Cotta Warriors

7.3.2 Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.

Resources

- Map Skills -Map skills for the world-keep scrolling down!!
- GIS - Geographic Information Systems and GPS - Global Positioning Systems websites.

Places and Regions

7.3.3 Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.

Resources

- Historical Maps Online -For 20 years, David Rumsey assembled a collection of more than 150,000 historical maps of the Americas and the world. Motivated by a desire to make his private map collection a free public resource, Rumsey then created an online map library, http://www.davidrumsey.com/, which currently has over 10,000 high resolution images of maps from his collection. He has also built a suite of tools for users to experience and interpret the maps online.
- http://www.atlasofworldhistory.com/ -Free software that lets you create world history maps
- China's Terra Cotta Warriors

7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation

Physical Systems

7.3.5 Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.

Resources

- Mr. Donn's lesson on Australia's Great Barrier Reef.

7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.

Resources

- Natural Resources & Energy websites.

7.3.7 Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

Resources

- Where in the World Would You Like to Live? -This lesson asks students to compare thematic maps of the continents and the world as a whole to determine where they would like to live (besides their own home region). They will view several online thematic maps and will conclude by writing paragraphs describing the three places in the world they think they would most like to live, assuming they had been asked to move far away from home.
- International Food Court -This lesson helps students learn about the characteristics of the world's regions by investigating the types of food that are common in different parts of the world. Students will conduct research to find out about the climate, landscape, and cultures of a few countries. They will compile their findings into a plan for an international food court in a local mall, describing the types of food that will be served, the decor, and the entertainment.
- Mr. Donn's page on Human Geography

Human Systems

7.3.8 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific and analyze the causes for these patterns.

Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate

Resources

- Interpreting Population Statistics -This lesson introduces students to such population statistics as birth, death, and literacy rates. Students will compare these indicators for several countries, graph the results, and hypothesize what their graphs reveal about the countries.
- Population -Tons of links on population around the world.
- Area and Population of Countries chart.
- World Urban Population Density by Country and Area

7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.

Resources

- What Masks Reveal -EDSITEment lesson plan-In this lesson, students explore the cultural significance of masks by investigating the role they play in ceremonies and on special occasions in societies from widely separated regions of the world. They then reflect on masking behavior in American society, such as at Halloween and in the circus.

Environment and Society

7.3.10 Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

Resources

- Geography topics around the world.
- Conservation & Environmental Issues-many sites to explore in this area.

Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

Grade 7 Econ Resources (from ICEE)

7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

Example: Voluntary trade results ~~in~~ increased production, increased consumption of goods and services, and lower prices for consumers.

Resources

- http://www.econedlink.org/lessons/index.php?lid=68&type=educator -The concept of comparative advantage makes a strong case for free, unrestricted trade among nations. Yet, some people support the use of tariffs or quotas to restrict or stop the international flow of goods and services. These barriers to trade exist in most countries and have differing effects on producers and consumers in the countries involved.

7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.

Key Terms/Topics

Resources

- China's Terra Cotta Warriors

Resources

- http://www.econedlink.org/lessons/index.php?lid=25&type=educator -In September 1998, the Malaysian government instituted controls in order to protect its currency. How does this affect the prices of goods and services purchased by foreigners? Students gain a better understanding of the consequences of the steps taken by the Malaysian government.

7.4.3 Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time

* **traditional economy**: an economy in which resources are allocated based on custom and tradition
* **command economy**: an economy in which resources are allocated by the government or other central authority
* **market economy**: an economy in which resources are allocated by individuals and businesses responding to changes in prices
* **mixed economy**: an economy in which resources are allocated by some combination of traditional, command or market systems

Resources

- http://ancienthistory.mrdonn.org/money.html -Background on ancient money and bartering.
- http://edsitement.neh.gov/view_lesson_plan.asp?id=501 -The spread of Islam across North Africa in the 7th century dramatically increased trans-Saharan trade. As the market expanded, strategically sited towns became major centers of commerce, welcoming merchants from distant lands.
- http://www.regentsprep.org/Regents/global/themes/economic/index.cfm -This site is designed to aid students in reviewing the concept of Economic Systems, Factors of Production, Needs and Wants, and Scarcity in preparation for the New York State Regents Exam in Global History and Geography.
- http://www.econedlink.org/lessons/index.php?lid=258&type=student -This lesson will help you discover the importance of the Crusades to the expansion of the trade boundaries as well as mental boundaries of many European countries.

7.4.4 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; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.

* **Gross Domestic Product (GDP):** the value of all final goods and services produced in a country in a year

7.4.5 Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*.

- **human capital**: the skills and expertise people acquire from education, training, and experience.

7.4.6 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific.

Example: Government support of public education and governments taxing or regulating pollution

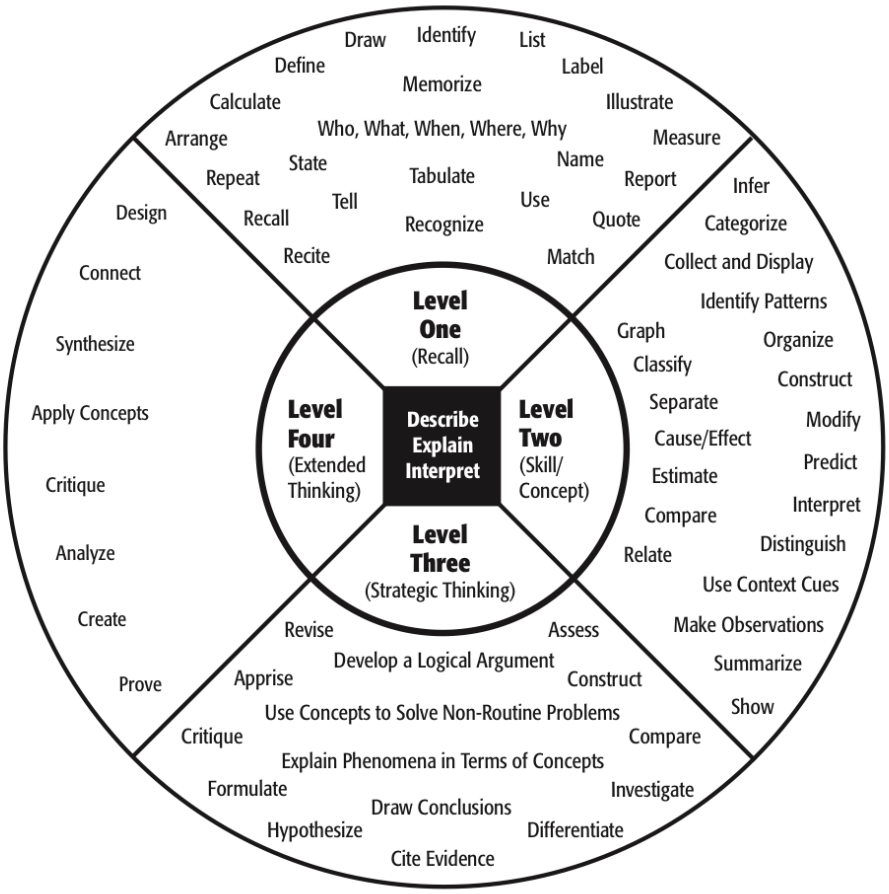
* **externality (spillover**): the impact of an activity (positive or negative) on the well-being of a third party

Resources

- http://www.econedlink.org/lessons/index.php?lid=218&type=educator - In this EconEdLink lesson, students learn about recycling rates in Japan and the United States, specifically examining the disposal of large appliances and questions of who bears the cost of the recycling. They then create hypothetical situations in which they predict how consumers would respond if the government were to change incentives for recycling and also to forecast the effect these incentives might have on the supply and demand for a good. Several pieces of literature appropriate for use with this lesson are suggested. ***Could easily tie-in to the new Indiana state law about recycling electronics.**

APPENDIX B

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.