

Ancient Civilizations – Grade 7 **Curriculum Unit Profiles**

New Bedford Public Schools



“Profiles for Success”

Grade 7 – Ancient Civilizations



Unit I: Geography & Rise of Ancient Civilizations

Unit Overview: In this unit, students will learn how geography influenced the development of the ancient civilizations and will look specifically at the development of civilization in Mesopotamia.

In this unit, students will master the following **standards:**

7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.19, 7.24, 7.35

Unit Goal(s):

1. Students will understand how early humans evolved through great climatic environmental changes.
2. Students will understand how humankind spread throughout the world and their impact on the origins of cultures and societies.

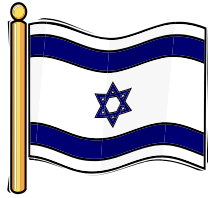
Unit Essential Question(s):

1. Do you believe the evidence supporting the scientific theory that modern-day man developed from early hominids?
2. Why is location important in the development of a civilization?

Unit Outcomes: *The students will be able to ...*

1. Determine, through map skills, how settlement patterns reflect the geography of an area.
2. Explain why the climatic and natural resources of early man led to settlement patterns.
3. Summarize evidence of hominid development.
4. Analyze the interactions among people that led to the development of separate societies.
5. Compare and contrast the effects of the shift from food collecting to food producing which created the division of labor concept.
6. Evaluate how technology changed life in Mesopotamia with its control of water.
7. Analyze how the development of a writing and record system led to Hammurabi's Code of Laws.

“Profiles for Success” Grade 7 – Ancient Civilizations



Unit II: The Mediterranean Civilizations



Unit Overview: In this unit, students will learn about the rise of the ancient civilizations of Phoenicia, Israel, and Egypt.

In this unit, students will master the following **standards**:

7.12, 7.13, 7.14, 7.15, 7.16, 7.17, 7.18, 7.19, 7.20, 7.20, 7.21, 7.22, 7.23

- Unit Goal(s):**
1. Students will understand how the development of the Phoenician writing system impacted those developed by later civilizations.
 2. Students will learn about the various forms of religion, monotheistic and polytheistic, in the ancient world.
 3. Students will appreciate the impact of the Nile River on the achievements and customs of Ancient Egypt.

- Unit Essential Question(s):**
1. Explain how religion and technology influence the development of a society.
 2. In what ways can individuals or groups bring about change?
 3. Explain how people today can be affected by their physical environment.

- Unit Outcomes:** *The students will be able to ...*
1. Analyze how the Phoenicians changed writing.
 2. Evaluate the Ten Commandments as an important part of the three major religions – Judaism, Christianity, and Islam.
 3. Summarize the history of the Land of Israel and the two Kingdoms it became.
 4. Explain the expulsion/dispersion of the Jews to other lands (Diaspora).
 5. Describe the geography of the Nile River region.
 6. Examine how the peoples of the Two Lands of the Nile Valley were in conflict and then unified.
 7. Evaluate how the Pharaoh contributed to the continuity in Egyptian life.
 8. Synthesize information about innovations in the Old Kingdom tombs with new ideas emerging in Egyptian religion.
 9. Explain the concept of the Egyptian social classes and their roles in society.

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Unit III: The Rise of Western Civilization

Unit Overview: In this unit, students will learn about the rise of Greece and Rome and its impact on the development of democratic ideals and principles, which have influenced the development of democracies such as the United States.

In this unit, students will master the following **standards**:

Greece: 7.24, 7.25, 7.26, 7.27, 7.28, 7.29, 7.30, 7.31, 7.32, 7.33, 7.34

Rome: 7.35, 7.36, 7.37, 7.38, 7.39, 7.40, 7.41, 7.42, 7.43, 7.44

Unit Goal(s):

1. Students will understand how democratic political concepts developed in ancient Greece and Rome.
2. Students will learn about the impact of individual leaders in these ancient civilizations.
3. Students will examine the structure in society and the status of women and the functions of the slaves.

Unit Essential Question(s):

1. Explain how different groups of people can control the same area of land over time.
2. Describe the characteristics that make a good leader.
3. Explain how religion and societies affect each other.

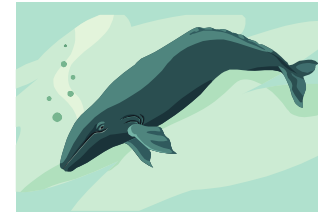
Unit Outcomes: *The students will be able to ...*

1. Analyze the contributions of the ancient civilizations of Greece and Rome to law, literature, poetry, architecture, engineering, and technology.
2. Examine the affects of maritime and land trade on cultural borrowing.
3. Analyze the political structures of Greece and Rome and its contribution to the development of democratic principles.
4. Describe the role of mythical and historical figures in the history of Greece and Rome.
5. Explain the causes and effects of wars and conquests in ancient Greece and Rome.

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Unit IV: Ancient China OR Topics In New Bedford History



Unit Overview: This final unit of the school year allows teachers and students to choose and investigate one of the following topics – the rise of civilization in ancient China and its impact on world history OR a topic on New Bedford’s Maritime with a focus on New Bedford’s role in the abolition movement, the Underground Railroad and other aspects of that history.

In this unit, students will master the following **standards**:

China: (see standards found in the **Grade 4 History and Social Science Framework: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7**)

Unit Goal(s):

1. CHINA: Students will appreciate the contributions of China in the areas of art, architecture, writing, technology.
2. CHINA: Students will examine the structure in society and the status of women and the functions of the slaves.
3. NEW BEDFORD: Students will assess the role and influence of New Bedford in the history of the world, with particular emphasis on the abolition movement and the Underground Railroad.

Unit Essential

Question(s):

1. BOTH TOPICS: Describe the characteristics that impact the stability and continuation of a civilization.
2. CHINA: Describe the characteristics of Confucius and the emperors of China on the development of Chinese society.
3. NEW BEDFORD: Explain the city of New Bedford’s influence on world history.

Unit Outcomes: *The students will be able to ...*

1. Describe the ideographic writing system used by the Chinese (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system.
2. Describe important technologies of China such as bronze casting, silk manufacture, and gunpowder.
3. Identify who Confucius was and describe his writings on good government, codes of proper conduct.
4. Explain the functions of the Underground Railroad in the City of New Bedford.
5. Compare and contrast the impact of the Maritime industry of early New Bedford to modern times.