

Grade 7 Unit 3 Standards-Based Worksheet

District of Columbia Public Schools – Social Studies

STANDARD

7.4.2. Identify the origins of Indus or Harappan civilization in the Indus Valley and describe how the major river system and the physical setting supported the rise of the civilization.

Concepts:

- origins
- Indus
- Harappan civilization
- Indus Valley
- major river system
- physical setting
- rise of civilization

Skills:

- identify (the origins of the civilizations in the Indus Valley)
- describe (how the major river system and physical setting supported the civilization)

Big Ideas:

- The yearly flooding of rivers provides fertile land for settlement.
- Rainfall is essential to a prosperous agricultural society.
- Physical geography shapes how and when a region is settled.
- The Harappan civilization thrived along the Indus River which is located in modern day Pakistan and North Western India.

Essential Questions:

- How did civilization emerge in the Indus Valley?
- How did physical geography shape early Indian civilization?
- Why was the Indus River crucial to the survival of civilization?
- Why did Harappan civilization collapse?

Engaging Scenario:

You are an archeologist sent to dig in the Indus Valley. You must research the Indus Valley Civilizations in order to plan for your trip, and then write a report on your findings at a site on the former city of Harappa. What items did you find? What do your findings indicate about the Harappan civilization? Describe the physical setting and climate of the site. What role do you think those factors played in shaping the civilization?

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students will label a map of Ancient India. Students will indicate and label the Himalayas, Hindu-Kush Mountains, Indus-Ganges plain, Indus River, Ganges River, Deccan plateau, Arabian Sea, Bay of Bengal, Khyber Pass, Mohenjo-Daro, and Harappa. Students will shade the area that was the site of the Indus Valley Civilization.</p>	<p>label (knowledge) LOT</p>	<p>Student maps are labeled accurately. Most locations are included and labeled.</p>
<p>Students will read information on the physical setting and climate of the Indian subcontinent. Students will chart the four regions of India and their unique physical features and climate. Students should also predict how those features and climate effected settlement and economy.</p>	<p>chart (application) LOT</p>	<p>Students include all of the regions and accurately describe the climate and geography of each region. Student predictions about settlement and economy are logical and have support for their prediction.</p>
<p>Students will take a “tour” of the Indus Valley using the website <i>Around the Indus in 90 Slides</i> from http://www.harappa.com/indus/indus6.html After completing their “tour” of historical sites and artifacts, students will collaborate in small groups to devise a quiz/test for others based on the information contained in the presentation. The test must have 10 multiple choice questions, 10 short answer essays, and two essay questions. The short answer and essay questions should be open ended higher level thinking questions. Students will be given a copy of Bloom’s Taxonomy to assist. The test must also include an answer key.</p>	<p>devise (synthesis) HOT</p>	<p>Students will show a working depth and knowledge of the question, accuracy in their answer key, a collaborative effort, and adherence to format. Tests are neat and easy to understand. A rubric can used to assess student proficiency.</p>

<p>Students will read proposed theories of why the Harappan civilization declined. Students will then write an archeological dig report in which they evaluate each theory in a brief essay and justify which they believe is true. Students will also have the option to put forth their own fact-based theory instead of justifying another.</p>	<p>evaluate (evaluation) HOT</p>	<p>Student essays will be persuasive, follow the appropriate format and include strong factual support. Essays are to be at least 1.5 pages.</p>
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*See Bloom's Taxonomy of Thinking Skills to determine higher order thinking skills (HOT) or lower order thinking skills (LOT). The goal is to create tasks that employ higher order thinking skills.

Standard Assessment:

- 1) Which is the main reason that many early peoples settled in river valleys?
 - A) River valleys tended to be cooler than highland regions.
 - B) River valleys were virtually free of danger from wild animals.
 - C) River valleys were easier to defend from attack than were highland regions.
 - D) River valleys were fertile because floodwaters left rich soil on the banks.

- 2) Essay: How did the Indus River and the physical setting of its surroundings support the rise of civilization?

Resources:

Textbook Materials:

World History: People and Nations, Holt, Rinehart, and Winston, Harcourt, 1998, Chapter 4, pg. 73.

Supplementary Materials:

Around the Indus in 90 Slides <http://www.harappa.com/indus/indus6.html> (Beautiful slide show of the Indus Valley and artifacts found in that area. The narration is very informative.)

Archeology Magazine Online: <http://www.archaeologyonline.net/> (Information about recent digs in the area and commentary on the Harappan Civilization debate.)

The Aryan Migrations: <http://www.thenagain.info/WebChron/India/AryanMig.html> (Article on the Harappan civilization debate.)

The Harappan Civilization and the Myth of Aryan "Invasion":

http://www.hindunet.org/alt_hindu/1994/msg00178.html (Current theory on the decline of the Harappan civilization.)

The Ancient Indus Civilization: <http://www.harappa.com/har/har0.html> (Over 1,000 photographs and information on the Indus Civilization as described by Harappan scholars.)

Grade 7 Unit 3 Standards-Based Worksheet
District of Columbia Public Schools – Social Studies

STANDARD

7.4.3 Describe the Vedic hymns, and the beginnings of what would later become Hinduism.

Concepts:

- Vedic hymns
- Hinduism

Skills:

- describe (the Vedic hymns, the beginnings of Hinduism)

Big Ideas:

- The Vedic hymns were an early source of Hindu teaching that were believed to be inspired by the word of a god.
- Vedic hymns were passed on verbally.
- Hinduism shaped early Indian society and culture.

Essential Questions:

- Why are the Vedic hymns historically significant?
- How are the Vedas important in Hinduism?
- How did Hinduism affect Indian society and culture?
- How did Hinduism contribute to the division of Indian society?

Engaging Scenario:

Hinduism is the world's third largest religion though most Americans are not familiar with the religion's beliefs and history. You have been asked by a Hindi company to develop a PowerPoint presentation that will explain to American students the beginnings of Hinduism with the Vedas, the fundamentals of the religion, and how it impacted ancient Indian society. You must research and write your own narrative and include a variety of visuals that will further explain your information. Confine your research to Hinduism and its impact on Indian society rather than on an Indian history in general.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students will read a brief description of the Vedic hymns and an excerpt from the Rig Veda and answer comprehension and analysis questions.</p> <p>Sample questions: How were the hymns passed on? What role did they play in Indo-Aryan society? In religion?</p>	<p>comprehend (comprehension) LOT</p>	<p>Students answer most questions accurately and thoroughly.</p>
<p>Students will complete five tasks on one side of a sheet of paper related to the Upanishads which explain the Vedic hymns. They may work individually or in small collaborative groups.</p> <p>In the upper left hand corner: Define the terms Upanishad, reincarnation and moksha and use them correctly in a sentence of your creation.</p> <p>Lower Left: Rewrite the four basic ideas of the Upanishads in your own words.</p> <p>Lower Right: Choose one of the four basic principles. Illustrate its meaning using your own design, clip art, or other images.</p> <p>Upper Right: Formulate a response to the question: What do the Upanishads and Vedic Hymns tell us about the culture of Ancient India?</p>	<p>define (knowledge) LOT</p> <p>rewrite (analysis) HOT</p> <p>illustrate (synthesis) HOT</p> <p>formulate (evaluation) HOT</p>	<p>Students follow proper format and their illustrations and responses are accurate, show depth of thought, and make use of proper conventions. A rubric can be used to assess proficiency.</p>

<p>Students will read "Eight Rupees", a short story that introduces the fundamentals of Hinduism. After reading the story, students will create a diagram of the concepts of dharma, karma, artha, and moksha. They will define each concept and give examples from the story and an example that applies to their daily life.</p>	<p>create (synthesis) HOT</p>	<p>The student's chart is marked appropriately and accurately completed.</p>
<p>Based on their previous research, students design at least ten PowerPoint slides which best summarize Hinduism and portray the major ideas of the religion.</p>	<p>create (synthesis) HOT</p>	<p>The students' PowerPoint presentations include information on the history and origins of Hinduism, the significance of the Rig Veda and the Vedic Hymns, accurately defines and explains the terms: Upanishad (including the four basic principles), reincarnation, moksha, dharma, karma, and artha; and addresses the rationale and origins of the caste system in ancient Indian society.</p>

*See Bloom's Taxonomy of Thinking Skills to determine higher order thinking skills (HOT) or lower order thinking skills (LOT). The goal is to create tasks that employ higher order thinking skills.

Standard Assessment:

- 1) Why are the Vedic Hymns historically significant?
- 2) How did Hinduism shape Indian society and culture?

Resources:

Textbook Materials:

World History: Continuity and Change, Holt, Rinehart, and Winston, Harcourt, 1998, Chapter 4.

Supplementary Materials:

www.Askasia.org (A great resource for students and teachers, with lesson plans, essays, and more. Contains "Eight Rupees" story.)

A Vedic Reader for Students: <http://oll.libertyfund.org/Home3/Book.php?recordID=0562> (A copy of some of the Vedic hymns with a great background introduction.)

BBC Religion and Ethics: <http://www.bbc.co.uk/religion/religions/hinduism/index.shtml> (Background information on Hinduism.)

Smithsonian Institution, Sackler Gallery of Asian Art, "Puja- Expressions of Hindu Devotion":

<http://www.asia.si.edu/education/pujaonline/puja/start.htm> (Wonderful lesson plan on Hindu art and worship, also provides information on a field trip opportunity.)

Grade 7 Unit 4 Standards-Based Worksheet

District of Columbia Public Schools – Social Studies

STANDARD

7.5.2 Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies. (G)

Concepts:

- fertile valleys
- Huang He River
- early Chinese agricultural societies

Skills:

- describe (the importance of the valleys of the Huang He River)

Big Ideas:

- Like other early civilizations, China's first civilization developed in river valleys.
- The Huang He River has high loess content, making its flood zone very fertile.
- The valleys' fertile soil led to an advanced agricultural economy.

Essential Questions:

- How did Chinese civilization develop in the Huang He River valleys?
- How did agriculture effect the organization of early Chinese society?
- How was the Huang He a blessing and a curse for early societies?
- Why is the civilization of the Huang He valleys historically significant?

Engaging Scenario:

You are a children's book author that has been assigned by your publisher to create a story on the ancient people of the Huang He River valley. Your task is to explain to young children through simple narrative and engaging pictures, how important the Huang He River was to the lives of those who lived along it, particularly farmers. Create a story that is educational yet interesting to primary level students (1st to 3rd grades). Be creative and be accurate!

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
Students will prepare a topographical map of Ancient China in pairs. The following physical features must be included: Altai Mountains, Himalayan Mountains, Kunlun Mountains, Gobi Desert, Takla Makan, Plateau of Tibet, North China Plain, Huang He River, Yangtze River, Wei River, and the Pacific Ocean. Farming areas are distinguishable.	prepare (application) LOT	Student maps are accurate, neat, and creative; they adhere to the format, and show use of teamwork and effort. Most of the physical features are listed. Areas suitable for farming are distinguished from other areas via legend and labeling.
Students will read about and analyze the role that the Huang He River played in the development of agriculture and civilization by outlining the chapter using Cornell notes. Their reflection should include an analysis.	analyze (analysis) HOT	The students' notes are complete and incorporate analysis of the topic.
Students will illustrate drawings and create a story line for the children's book.	illustrate (application) LOT create (synthesis) HOT	Students' drawings and story lines are creative, neat and historically accurate. Most of the children's book language is understandable to a child.

*See Bloom's Taxonomy of Thinking Skills to determine higher order thinking skills (HOT) or lower order thinking skills (LOT). The goal is to create tasks that employ higher order thinking skills.

Standard Assessment:

Write a one or two page reflection paper describing the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies.

Resources:

Textbook Materials:

World History: Continuity and Change, Holt, Rinehart, and Winston, Harcourt, 1998, Chapter 4, pg. 82.

Supplementary Materials:

KidsKonnnect: <http://www.kidskonnnect.com/AncientChina/AncientChinaHome.html> (A variety of maps, timelines and other graphics of Ancient China.)

Smithsonian Institution, Sackler Gallery of Asian Art: <http://www.asia.si.edu/education/teachers.htm> (Lesson plan ideas and art photos.)

Grade 7 Unit 4 Standards-Based Worksheet

District of Columbia Public Schools – Social Studies

STANDARD

7.5.4 Describe the government in the Shang Dynasty, and the development of social hierarchy and religious institutions, and Zhou political expansion.

Concepts:

- government
- Shang Dynasty
- social hierarchy
- religious institutions
- Zhou political expansion

Skills:

- describe (government in the Shang Dynasty, development of social hierarchy and religious institutions, Zhou political expansion)

Big Ideas:

- The Shang dynasty is the first confirmed Chinese dynasty.
- With the Shang and Zhou dynasties, social hierarchies emerged, similar to European feudalism.
- The Zhou dynasty used military force to expand their political power.

Essential Questions:

- How did the Shang dynasty gain power and retain it?
- Why did social hierarchies form in Ancient China?
- How were religious institutions tied to the political structure of early Chinese civilization?
- How did the Zhou expand their political power?
- Why did the Zhou lose power after 800 years of rule?

Engaging Scenario:

You have been given the gift of an abnormally long life. You were born in 1500 B.C. during the rise of the Shang dynasty and lived until 256 B.C. with the fall of the Zhou dynasty. Recreate the journal that you kept that chronicles the political, religious, and military changes that you experienced in your life. You may choose to write as if you were a member of any social class, though you cannot be a ruler. Be sure to keep your socio-economic status in mind as you recount your 1244 years. Your journal should be handwritten in blue or black ink or typed (double-spaced). Your journal entries should be historically accurate and creative. This is not a report; it is a person's eye-witness to history. Attempt to answer the essential questions throughout your journal when appropriate.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students will compare and contrast the governing styles of the Shang and Zhou dynasties using the graphic organizer of their choice. Students will then evaluate each government and select which had the most efficient rule.</p>	<p>compare & contrast (synthesis) HOT</p> <p>evaluate (evaluation) HOT</p>	<p>Students' use of the graphic organizer is neat, accurate, shows depth of thought, and originality. Students list at least five comparisons and contrasts; comprehensively evaluate each government and choose one over the other for having the most efficient rule.</p>
<p>Students curate an exhibition (using PowerPoint or photo-sharing websites) based on historical, geographical or art historical themes. Use any on-line collection of artwork or photographs regarding the Shang and Zhou dynasties as a starting point! (See supplementary materials)</p>	<p>create (synthesis) HOT</p>	<p>Students start off with at least three examples taken offline regarding the Shang and Zhou dynasties. Power point presentations show depth of knowledge and creativity in explanation and design. A rubric is provided with lesson plan online that can also be used to determine proficiency.</p>
<p>On a chart, students list 10 significant happenings during the Shang Dynasty and 10 significant happenings during the Zhou dynasty. The chart will show four happenings of political importance, three happenings of military importance, and three facts of religious importance. The chart will also show the positive and negative effects of these happenings. Students then utilize the lists in order to create five journal entries, as if they had lived in a class, other than the ruling class, during both the Shang and Zhou dynasties.</p>	<p>chart (comprehension) LOT</p> <p>utilize & create (synthesis) HOT</p>	<p>Student charts have 10 facts for each dynasty with the correct number of facts for each topic. The chart accurately explains the effects of the major happenings during both dynasties. Students write five, one-page journal entries chronicling life during the Shang and Zhou dynasties.</p>

*See Bloom's Taxonomy of Thinking Skills to determine higher order thinking skills (HOT) or lower order thinking skills (LOT). The goal is to create tasks that employ higher order thinking skills.

Standard Assessment:

- 1) Describe the government under the Shang dynasty.

- 2) Explain or diagram the social hierarchy of the Shang and Zhou dynasties.

3) Compare and contrast the Shang and Zhou dynasties. Which do you think was better for its people? Give evidence to support your answer.

Resources:

Textbook Materials:

World History: Continuity and Change, Holt, Rinehart, and Winston, Harcourt, 1998, Chapter 4, pg. 82.

Supplementary Materials:

<http://members.aol.com/Donnclass/Chinalife.html#INTRO> (General information on life in Ancient China.)

<http://www.historyforkids.org/learn/china/index.htm> (General information on Ancient China. An excellent resource on the Shang Dynasty in student friendly language.)

<http://www.timeforkids.com/TFK/hh/goplaces/article/0,20343,536988,00.html> (A student friendly website providing a timeline of Ancient China.)

<http://askasia.org/teachers/lessons/plan.php?no=72&era=&grade=03&geo=05> (A complete lesson plan on curating an exhibition as described in the performance tasks.)

Grade 7 Unit 5 Standards-Based Worksheet

District of Columbia Public Schools – Social Studies

STANDARD

7.6.2. Explain its (Olmec) complex society that is governed by kings and priests with impressive ceremonial centers and artworks.

Concepts:

- Olmec
- complex society
- government
- kings
- priests
- ceremonial centers
- artworks

Skills:

- explain (Olmec society)

Big Ideas:

- Complex societies developed in the Americas prior to European contact with the continent.
- Civilization in the Americas developed in relative isolation.
- Like civilizations in Asia and Africa, the Olmec civilization arose near rivers.

Essential Questions:

- How did the Olmec civilization begin?
- Why did the Olmec civilization decline?
- Why are the Olmec historically significant?
- How did the Olmec create such impressive ceremonial centers and sculptures?

Engaging Scenario:

You are a tour guide leading a group of hikers through the forests of Veracruz, Mexico. Your plan is to visit the ancient ruins of the Olmecs. Develop a speech that you will give to the hikers before you depart. Be sure to explain the history of the Olmec peoples and the ways in which they were governed and were able to survive.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
Students will watch the short video <i>Ancient Americans</i> . They will answer a video guide as they watch.	answer (comprehension) LOT	Students answer most of their viewing questions correctly.
Students will create a graphic organizer of the social hierarchy of the Olmecs that includes illustrations to represent each group.	create (application) LOT	Students accurately and creatively create a graphic organizer, with the proper information and with illustrations that are neat and easy to understand.
Students will read <i>The Olmec Civilization</i> on http://www.crystalinks.com/olmec.html . Students will take notes (Cornell Style) as they read and emphasize the analysis portion of their reflection.	analyze (analysis) HOT	Student notes will be thorough, show accuracy, depth of thought, and analysis in reflection. A rubric is used to assess the quality of the students' notes.
Students compose a speech that they would give to tourists before visiting the ancient ruins at San Lorenzo, La Venta or Tres Zapotes. Students provide the "tourists" with background information on the structure of Olmec society and the role that these religious centers played in the political and social lives of the people.	compose (synthesis) HOT	Students' speeches are well-organized, in-depth, and fully address all required components. Speeches are written in character and are free of mechanical errors.

*See Bloom's Taxonomy of Thinking Skills to determine higher order thinking skills (HOT) or lower order thinking skills (LOT). The goal is to create tasks that employ higher order thinking skills.

Standard Assessment:

- 1) Why are the Olmec historically significant?
- 2) What did the Olmec ceremonial centers represent?
- 3) How were the Olmecs governed?
- 4) How was the alignment of the Olmec ceremonial centers to the stars influential to modern/western history?

Resources:

Textbook Materials:

World History: Continuity and Change, Holt, Rinehart, and Winston, Harcourt, 1998 Chapter 4.

Supplementary Materials:

Ancient Americans VHS (Difficult to find, but a great resource for introducing the topic.)

Olmec Civilization: <http://www.crystalinks.com/olmec.html> (Extensive information for students and teachers.)

<http://www.elbalero.gob.mx/kids/history/html/conquista/olmecas.html> (Information on the location and history of Olmec ceremonial centers.)
