

Grade 7 Unit 8 Standards-Based Worksheet

District of Columbia Public Schools — Social Studies

STANDARD

7.9.2. Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. (P)

Concepts:

- Roman Republic
- mythical figures
- Aeneas
- Romulus and Remus
- historical figures
- Cincinnatus
- Julius Caesar
- Cicero

Skills:

- describe

Big Ideas:

- Western culture has important roots in Rome.
- Technology and political organization allow some societies to dominate others.
- A society's mythology reflects its values.

Essential Questions:

- Where did Western culture come from?
- Why did the Roman Republic dominate its neighbors, instead of the other way around?
- How were Greek political and religious values reflected in Roman society?
- What role did mythical and historical figures play in Roman society?

Engaging Scenario:

You are a senator in the Roman senate. Julius Caesar has come to you to ask for your support in declaring him emperor. However, you strongly believe that political power should be in the hands of the Senate, not an individual. You research the history of the Roman Empire, and then write an oration to present to the Senate, defending the republican form of government in Rome. Be sure to refer to both the mythical and historical roots of the Roman Republic in your oration. *(Note: Teachers may wish to have the students present their orations to the "Senate" [in traditional Roman costumes] and have a competition for most persuasive oration.)*

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
Students label a blank map of the Mediterranean region with the following: City of Rome, outline of the boundaries of the Roman Republic by 146 BCE, Tiber River, Mediterranean Sea, Adriatic Sea, Alps, Apennines, Latium Plain, Athens and Sparta. Students analyze the advantages and disadvantages of Rome’s geographic location.	<p>label (knowledge) LOT</p> <p>analyze (analysis) HOT</p>	Map is labeled accurately with most of the required elements seen in the task. Students can explain how Rome’s geography helped it to control a large empire (access to sea routes, plains, and hills allowed road construction).
Students read and take notes on textbook passages about the myth of Rome’s creation (Romulus and Remus) and the influence of Etruscan and Greek architecture, mythology, and technology. Students then connect this mythology and other influences to the widespread respect for the Senate and other democratic influences in the Roman Empire.	<p>read & take notes (comprehension) LOT</p> <p>connect (analysis) HOT</p>	Students accurately identify elements of Etruscan, Greek culture, and the Romulus & Remus myth in the images (paintings, frescoes, etc.). Students clearly and cogently explain how the elements show Etruscan/Greek influences and their influences on Roman democracy and the republic.
Using a textbook, students create conceptual identification note cards on the following list of terms: republic, Senate, consul, patricians, plebeians, tribunes, veto, citizens, Twelve Tables, Cicero, Julius Caesar. Conceptual note cards contain the term, a definition (or ID) and an explanation of the term’s historical significance.	<p>define (Knowledge) LOT</p> <p>explain (analysis) HOT</p>	<p>Note cards contain accurate identifications and relevant historical significances (e.g., Senate:</p> <p>ID: a group of 300 men elected to govern Rome in the republic.</p> <p>Significance: most powerful group of people in Rome; made most of the political decisions).</p>
Based on research and discussion of textual information, students create a T-chart. On one side students’ list arguments in favor of Caesar’s plans for Rome, on the other side they list arguments for maintaining the Senate.	<p>argue (evaluation) HOT</p>	Students include at least five arguments on each side of their T-chart. Arguments reflect an accurate understanding of Roman history and politics.
Students argue on the floor of the Senate against Caesar’s intentions to transition Rome into an empire.	<p>argue (evaluation) HOT</p>	Arguments are persuasive in nature and include at least three factual references to Roman history and/or mythology.

*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:

Short Essays:

- Compare and contrast the political systems of Athens and the Roman Republic. Which was more suited to govern an empire, and why?
- Explain the roles of the following terms in the Roman Republic: Senate, patricians, plebeians, tribunes.
- How might the Roman Republic have been different if the Greek and Etruscan civilizations had never existed? Explain, using specific examples.

Resources:

Textbook Materials:

World History: Ancient Civilizations. McDougal-Littell, 2007; Chapter 13.

Supplementary Materials:

History Alive! The Ancient World (Teachers Curriculum Institute, Palo Alto, CA, 2004) (See both textbook and Lesson Guide for teachers for primary source documents and student activities related to the Roman Empire.)

The AP Vertical teams® Guide for Social Studies, The College Board, 2001 (Available from the College Board website, apcentral.collegeboard.com, pp. 63-65 "Conceptual Identifications." Sample Lesson plans and ways to integrate Pre-Advanced Placement skills into student lesson plans.)

http://en.wikipedia.org/wiki/Ancient_Rome (Maps of the Roman Empire for assistance with performance tasks.)

<http://www.bluffton.edu/~sullivanm/armerina/chariot2.jpg> (Sample image of a chariot race to better be able to visualize Roman Empire, technology, and culture.)

Grade 7 Unit 8 Standards-Based Worksheet

District of Columbia Public Schools — Social Studies

STANDARD

7.9.4. Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (P)

Concepts:

- Julius Caesar
- Augustus
- Roman Republic
- Roman Empire

Skills:

- describe

Big Ideas:

- Western culture has important roots in Rome.
- The transition from republic to empire was not immediately felt by Rome's citizens.
- Imperial expansion is often followed by decline.

Essential Questions:

- How did Rome influence Western culture?
- Why did the Roman Republic become an empire?
- What causes powerful civilizations to decline?
- What was Caesar's role in transitioning the Roman Republic into the Roman Empire? Why was he both lionized and villainized for this role?
- Why did the assassination of Caesar spark civil war?
- How did Augustus bring order back to the Roman Empire?

Engaging Scenario:

You are the producer of a television show, "Lifestyles of the Rich and Roman." You have been assigned to an episode: "Julius Caesar: Hero or Villain?" in which you profile Julius Caesar. Create a storyboard for this episode addressing Julius Caesar's political importance, his daily life and how it compared to the daily lives of average Romans, and his legacy (the strength and eventual decline of the Empire). The profile should include an interview with Caesar, as well as footage and narration that educates the viewer about his life. Be sure that your profile incorporates point of view on the "hero vs. villain" question (you can argue he was a hero, he was a villain, or you can show both sides of the issue). *(Note: depending on available resources & time, you may wish to have students actually create the video, or act it out in front of the class as a skit.)*

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students label an annotated timeline of Roman history. Each entry contains the event, a drawing representing the event, and a brief (one sentence or less) annotation to explain why the event is significant. Entries should include: Patricians & plebian classes developed under Etruscan rule (616-509 BCE), Roman Republic is created (509 BCE), Twelve Tables completed (449 BCE), Birth of Cicero (106 BCE), Birth of Julius Caesar (100 BCE), Octavian becomes first emperor (31 BCE).</p>	<p>label (knowledge) LOT</p> <p>explain (comprehension) HOT</p>	<p>Timeline entries are accurate; spacing on timeline is proportional to chronological spacing (connection to mathematics), images are relevant, annotations are accurate and relevant.</p>
<p>Students create two "historical heads;" one for Julius Caesar, the other for Caesar Augustus. Each head contains eight images and annotations representing both; contributions of the person and major events in that person's life (see supplementary materials for more details on historical heads).</p>	<p>create (knowledge) LOT</p>	<p>Students include at least six images and annotations for each head that are mostly accurate and relevant to the historical figure's life. (See online sample for a rubric to help guide students).</p>
<p>Students read a textbook passage on Roman art, architecture, technology, sciences, and the Latin language. Students take notes on a graphic organizer to distinguish which Roman innovations were relevant to the daily lives of all Roman citizens, and which were relevant primarily to the elites.</p> <p>Then students evaluate the following choices and decide who had the best lifestyle: Roman plebeian, Roman patrician, Wealthy American (today), Poor American (today). Students rank order the four choices and then justify their ranking (in a written paragraph or in discussion).</p>	<p>distinguish (comprehension) LOT</p> <p>evaluate/rank (evaluation) HOT</p>	<p>Graphic organizer notes accurately identify innovations relevant to all citizens (e.g., aqueducts, roads), and most relevant to the elites (e.g., art, poetry). Student justifications of their rankings indicate a clear understanding of the daily lives of each social class.</p>

Based on research, students create "interviews" with common Romans during the time of Julius Caesar. Interviewees should discuss what life is like in the Roman Empire, as well as include their views of Julius Caesar.	create (synthesis) HOT	Interviews are creative and engaging, and reflect an accurate understanding of the Roman Empire and the class system of the empire.
Students create an "interview" with Julius Caesar, in which the leader describes his personal accomplishments, ambitions for the Roman Empire, and what has influenced his decisions.	create (synthesis) HOT	Interviews are creative and engaging; reflecting an accurate understanding of Julius Caesar, his life, and ambitions.
Students create a storyboard for an episode of "Lifestyles of the Rich and Roman" in which they profile Julius Caesar, class divisions in the Roman Empire, and how various people perceive Caesar. Storyboards present the argument of whether Caesar should be seen as a hero, a villain, or something in-between.	create (synthesis) HOT argue (evaluation) HOT	Storyboards are neat, organized, and present an engaging narrative. Storyboards include interviews and "scenes" that are historically accurate and creative.

*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:

Short Essays:

- Compare and contrast the governments of the Roman Republic and Roman Empire. Which do you think was more effective for ruling a large civilization and why?
- Who was truly the first Roman emperor: Julius Caesar or Caesar Augustus? Defend your choice, using specific examples from the lives of both men.
- Pick two Roman innovations in art, science, or technology, and explain how they transformed life for Roman citizens.

Resources:

Textbook Materials:

World History: Ancient Civilizations. McDougal-Littell, 2007; Chapter 13.

Supplementary Materials:

History Alive! The Ancient World (Teachers Curriculum Institute, Palo Alto, CA, 2004) (See both textbook and Lesson Guide for teachers for primary source documents and student activities related to the Roman Empire.)
The AP Vertical teams® Guide for Social Studies, The College Board, 2001 (Available from the College Board website, apcentral.collegeboard.com, pp. 63-65 "Conceptual Identifications." Sample Lesson plans and ways to integrate Pre-Advanced Placement skills into student lesson plans.)

<http://middle.usm.k12.wi.us/Faculty/taft/Histfiction/head.htm> (Historical heads lesson plans and resources – background for performance tasks.)

<http://www.gwd50.k12.sc.us/emd-web/Yates/Historical%20Head.doc> (Historical heads lesson plans and resources – background for performance tasks.)

Grade 7 Unit 8 Standards-Based Worksheet

District of Columbia Public Schools — Social Studies

STANDARD

7.9.6. Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation). (R)

Concepts:

- Christianity
- Jewish Messianic prophecies
- Jesus of Nazareth (life and teachings)
- New Testament
- St. Paul the Apostle (contributions to the definition and spread of)
- Christian beliefs

Skills:

- explain

Big Ideas:

- Christianity is rooted in and based on Judaism.
- Followers of Jesus of Nazareth believed he was the Messiah, or “Promised One” of the Hebrew Scriptures.
- While Jesus of Nazareth founded Christianity, St. Paul the Apostle spread the religion all around the Roman Empire.
- The Roman Empire resisted Christianity but the infrastructure of the empire helped the religion spread quickly.

Essential Questions:

- Who was Jesus of Nazareth, and what is Christianity?
- How did Christianity go from being a religion followed by twelve people to being a major world religion?
- Why did many people convert to Christianity?
- What did Christianity have to offer people that differed from other religions?

Engaging Scenario:

You are one of a few research assistants for Josephus, the famous Jewish historian. He is writing a chapter about the rise of Christianity, and he asks for your help. You are asked to research the historical entity of Jesus, the religion that he founded, and how this religion spread so quickly through the Roman Empire. Josephus has chosen you for this assignment because you are an excellent researcher and because of your ability to think objectively.

Because Jesus' teachings became Christianity, he doesn't want you to judge the teachings themselves, or to evaluate whether or not Jesus' teachings are true; he needs you to research the historical facts as objectively as possible. When you submit your research, Josephus prefers a detailed outline (two pages per chapter) as well as a detailed map of the spread of Christianity, including St. Paul the Apostle's missionary journeys.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students create a K-W-L chart for:</p> <ol style="list-style-type: none"> 1) Life in the Roman Empire 2) Judaism 3) Christianity 	<p>chart (application) LOT</p>	<p>Students include at least four entries for each 'K' and 'W' column. Student entries reflect thought and effort.</p>
<p>On a map of the Roman Empire, students identify:</p> <ol style="list-style-type: none"> 1) Jesus' major travels 2) Paul's missionary journeys 3) The spread of Christianity over time 	<p>identify (comprehension) LOT</p>	<p>Maps are neat and easy to read, with different colors and shading accurately depicting the required elements. Students may make three different maps if they prefer.</p>
<p>Students read Jesus' "Sermon on the mount." Students then make a T-chart. On one side of the chart students list Jesus' description of Jewish beliefs (most of which begin "You have heard it said..."), and on the other side, students write down Christian beliefs (many of which begin "But I tell you that...").</p> <p>Students then write a short summary (3-5 sentences) about how Christianity changed and/or modified Judaic teachings.</p>	<p>list (knowledge) LOT</p> <p>summarize (comprehension) LOT</p>	<p>T-charts have at least three entries on the "Jesus' description of Jewish beliefs" side, and at least five entries on the "Christian beliefs" side.</p> <p>Summaries reflect basic understanding that Jesus' description of Judaism emphasized ethics and corporate rules, whereas Christianity emphasized morals and spiritual rules on an individual level.</p>
<p>Using primary sources and text resources, students determine what events in St. Paul the Apostle's life were successes, what events were failures, and what his major beliefs were.</p>	<p>determine (application) LOT</p>	<p>Students accurately list at least one success and one failure (with explanation) and accurately summarize St. Paul the Apostle's beliefs on three different subjects (e.g., "love," "faith," "the resurrection," etc.).</p>

<p>Students brainstorm everything they believe should be included in the outline for Josephus. Students evaluate and select the fifteen most important ideas, and classify those into three categories.</p>	<p>brainstorm (analysis) HOT</p> <p>evaluate & classify (evaluation) HOT</p>	<p>Students brainstorm at least twenty points they have learned about Christianity, Jesus, and St. Paul the Apostle. Points are historical and objective in nature, devoid of normative judgments, and based on the text or primary sources. Classifications are plausible, items placed in the same category maintain a common thread or theme, and categories are appropriately titled.</p>
<p>Using their notes and previous work, students integrate the three categories and 15 facts and beliefs into a well organized and detailed outline. Additionally, students should submit a map which corresponds to the outline's geographic references.</p>	<p>Integrate (synthesis) HOT</p>	<p>Outlines are approximately two pages in length, organized, meet the minimum requirements, and easy to read. While each point does not need to be a complete sentence, each point must make sense on its own (e.g., one word entries are not acceptable, anyone reading the outline should be able to understand the student's intended meaning).</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) Short Answer:

- List three main beliefs of Christianity.
- Give one reason why some people believed Jesus was God, and give one reason why others believed he was not. Support your reasons.

2) Essay: What aspects of Judaism remained present in Christianity? What aspects were altered, changed, or removed?

Resources:

Textbook Materials:

World History: Ancient Civilizations. McDougal-Littell, 2007; Chapter 13.

Supplementary Materials:

The Holy Bible, American Standard Version. Colorado Springs, International Bible Society, 2008. (Contains the holy book of the Jews [Hebrew Scriptures or Old Testament] and Christians [Old and New Testament]. American Standard Translation is considered the most academic translation. Contains prophecies that Christians believe foreshadow Christ, narratives of the life of Jesus, and theological letters of Paul and other church fathers.)

The Works of Josephus. Hendrickson Publishers (Renowned Jewish Historian Josephus documented the first extra-biblical account of Jesus and the rise of Christianity.)

<http://www.fordham.edu/halsall/ancient/asbook11.html#Early%20Church:%20First%20Century> (Dozens of primary source materials about Christianity and the early Church. See "Paul of Tarsus" for specific passages related to Paul and his successes/failures and beliefs.)

http://history-world.org/origins_of_christianity.htm (Fairly good, detailed, objective historical account of the origins of Christianity.)

http://www.wall-maps.com/bible/Pauls_Journeys_thru_the%20RomanEmpire.htm (Maps of Paul's journeys throughout the Eastern Mediterranean.)

Grade 7 Unit 9 Standards-Based Worksheet

District of Columbia Public Schools — Social Studies

STANDARD

7.10.2. Explain the growth of the Mauryan Empire in the context of rivalries among Indian states. (G, P)

Concepts:

- Mauryan Empire
- rivalries
- Indian states

Skills:

- explain

Big Ideas:

- The Mauryan Empire, like other Classical empires, expanded through war and conquest.
- Rulers of classical China, India, and Rome faced similar challenges in building their empires.
- The Mauryan Empire exploited a power vacuum in order to become powerful.

Essential Questions:

- How did the Mauryan Empire become the most powerful empire in India?
- How were the many diverse regions of Classical India held together?
- How did Chandragupta and Ashoka's leadership lead to the "Golden Age" of the Mauryan Empire?
- How did the creation of the Mauryan Empire compare to other empires?
- How did Indian geography affect the development of the Mauryan Empire?

Engaging Scenario:

You are a historical writer interested in writing a book on the Mauryan Empire. After researching the empire, you decide the best way to write is to create an epistolary novel (a novel written as a series of letters) between Chandragupta and Ashoka. Although by the time Ashoka became emperor Chandragupta was deceased, these two rulers impacted the Mauryan Empire like no others. You would love to imagine what conversations between the two might have sounded like if they could have met. Imagine that Chandragupta had been living happily retired in the palace, and that Ashoka could have written to him for advice about how to expand his empire. What might Ashoka have asked, and what might Chandragupta have answered? Write a total of six letters, three from each ruler. At least two of the letters (from either author) should contain visual materials. Examples include maps, drawings of battles, or drawings of unusual things that Ashoka encountered during his travels.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students create a map of the expansion of the Mauryan empire. In two different colors, it should contain 1) the locations of various regional kingdoms that the Mauryan emperors conquered, and 2) the outline of the Mauryan empire under Ashoka (see supplementary materials or textbook). On the back of the map, students answer the following questions:</p> <ol style="list-style-type: none"> 1) How might the transformation into an empire have affected ordinary people (non elites)? 2) How might it have affected the Rajput and other elites in the Indian regional kingdoms? 	<p>map (knowledge) LOT</p> <p>answer (application) LOT</p>	<p>Map boundaries are mostly accurate. Answers to questions reflect an understanding of differences between regional rule and centralized rule. Students should predict that local elites will have less autonomy, power, and possibly less wealth.</p> <p><i>Note: Ideally, this map should be on the same map as the students' other maps of Classical Empires, so that they can see the connections.</i></p>
<p>Students create an annotated timeline of the major events in Chandragupta's life. Each entry includes: the date and event, a drawing representing the event, and an annotation explaining how the event affected the expansion of the Mauryan Empire. At the bottom of the timeline, students write a generalization about the impact of Chandragupta on India.</p>	<p>label (application) LOT</p> <p>generalize (synthesis) HOT</p>	<p>Entries are accurately placed on the timeline, and drawings and annotations are relevant (e.g., for <i>Alexander dies</i>: The death of this powerful leader made it easier for Chandragupta to expand his empire).</p> <p>Student generalizations address the fact that Chandragupta united much of India under his rule.</p>
<p>Students create an annotated timeline of the major events in Ashoka's life. Each entry includes: the date and event, a drawing representing the event, and an annotation explaining how the event affected the expansion of the Mauryan Empire. At the bottom of the timeline, students write a generalization about the impact of Ashoka on India.</p> <p><i>Note: If your students are tired of timelines, they could do this activity as a PowerPoint or historical head.</i></p>	<p>label (application) LOT</p> <p>generalize (synthesis) HOT</p>	<p>Entries are accurately placed on the timeline, and drawings and annotations are relevant (e.g., for <i>Ashoka converts to Buddhism</i>: Ashoka's conversion led to Buddhism becoming the dominant religion in India).</p> <p>Student generalizations address the fact that Ashoka expanded his grandfather's empire and caused Buddhism to become the dominant religion on the subcontinent.</p>

<p>Based on timelines and previous research, students write letters to Chandragupta from Ashoka. The letters span three points in his life: when he first became king (~269 BCE), while he was fighting wars to expand his empire (~260's BCE), and towards the end of his life, after his conversion to Buddhism (~240's BCE) and should ask for political, economic, and religious advice on how to expand and rule an empire.</p> <p>The responses from Chandragupta respond within two years of Ashoka's letters, and contain advice that relates to actual events in Chandragupta's life.</p>	<p>write (synthesis) HOT</p>	<p>Students write a minimum of six letters – three to/from each ruler. Each letter does not need to contain all three topics as listed in the task, but all three must be addressed throughout the letters.</p> <p><i>Note: To give the students a model for these letters, you may wish to create sample letters written by a pair of rulers from a civilization you have already studied, such as Julius Caesar and Octavian in Rome. Also, for this to be a meaningful activity, it is important that, in the letters, the students are asking for and providing political, economic, and religious advice on how to expand and rule an empire.</i></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) Short Answer:

- Describe two ways that Indian geography affected the creation of Mauryan Empire.
- List and explain two ways that the conflict between various Indian empires and states affected the creation of the Mauryan Empire.

2) Essay:

- Who was truly the "father" of India: Chandragupta or Ashoka? Compare and contrast their political and religious impact on the Indian subcontinent.
- Describe the political, economic, and religious transformations that occurred in India as the Mauryan dynasty expanded, 340 – 232 BCE.

Resources:

Textbook Materials:

World History: Ancient Civilizations. McDougal-Littell, 2007; Chapter 7, pages 214-244.

Supplementary Materials:

History Alive! The Ancient World (Teachers Curriculum Institute, Palo Alto, CA, 2004) (See both textbook and Lesson Guide for teachers. Textbook contains clear, thorough readings on the Mauryan Empire, Hinduism, and Buddhism. Lesson guide contains many creative and engaging lessons.)

<http://en.wikipedia.org/wiki/Image:EdictsOfAshoka.jpg> (Map of India under Ashoka, including location of edicts.)

<http://www.wsu.edu:8080/~dee/ANCINDIA/MAURYMAP.HTM> (Map of the Mauryan Empire which students can use for research or to which students can compare their own maps.)

<http://www.fordham.edu/halsall/india/kautilya1.html> (Primary source history of the Mauryan Empire, can be read by teacher as background, or excerpts could be distributed to students.)

<http://www.cs.colostate.edu/~malaiya/ashoka.html> (The Edicts of King Ashoka, excellent primary source to read about Ashoka and his contributions to his empire.)

<http://web.archive.org/web/20000105200805/http://www.humanities.cuny.cuny.edu/history/reader/asokapillar.htm> (Ashoka's pillar and guided questions. Students could analyze the artwork to discern significant traits and characteristics about Ashoka.)

Grade 7 Unit 9 Standards-Based Worksheet

District of Columbia Public Schools — Social Studies

STANDARD

7.10.3. Describe the story and teachings of the Buddha.

Concepts:

- the Buddha
- story
- teachings

Skills:

- explain

Big Ideas:

- Like many other world religions, Buddhism developed out of another religion.
- Buddhism attracted converts in India by providing an alternative to Hinduism.
- Buddhism focuses on detachment from earthly desires as the road to happiness.

Essential Questions:

- How did Buddhism become one of the world's religion?
- How did Buddhism spread throughout Asia?
- What are the major tenets of Buddhism? How is the religion practiced?

Engaging Scenario:

You are an artist charged with creating an art gallery that tells the story of the life and teachings of the Buddha. Pick three teachings of the Buddha and make a poster illustrating each of them. A good working definition for "teaching" is that each individual teaching is one step on the Eightfold Path or one of the Four Noble Truths.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students create conceptual identification note cards on the following list of terms related to Hinduism: Hinduism, Vedas, Samsara, Karma, Reincarnation, Caste system, Brahmins, Untouchables. Cards include an explanation of the term's historical significance.</p>	<p>define (knowledge) LOT</p> <p>explain (application) HOT</p>	<p>Note cards contain accurate identifications and relevant historical significances on at least six of the required terms.</p>
<p>Students read passages on Hinduism and Buddhism. For each, they take notes on a graphic organizer with the following sections: Time & place of founding, Deities, Beliefs & Practices.</p> <p>Students then answer the following question in a paragraph: Why might Buddhism have appealed to people living in Classical India, especially those at the bottom of the social hierarchy?</p>	<p>read & take notes (knowledge) LOT</p> <p>answer (application) LOT</p>	<p>Notes contain at least two of the three sections. Student answers indicate an understanding that Buddhism offered lower-caste people the possibility of relief from suffering, a better life in this world, and an end to the cycles of Samsara.</p>
<p>Students list the major tenets of Buddhism (the Eightfold Path and the Four Noble Truths) and then define and give an example of each.</p>	<p>list (knowledge) LOT</p> <p>define & give examples (application) LOT</p>	<p>Students accurately list and define 12 entries, and provide plausible and realistic examples for each tenet.</p>
<p>Students select three teachings of Buddhism from the list above and brainstorm visual examples of these teachings. Students consider how to arrange these visuals, what these visuals would represent, and how best to visually present these teachings.</p>	<p>brainstorm (comprehension) LOT</p> <p>visualize (analysis) HOT</p>	<p>Visuals are creative, easy to read and understand; exhibiting time and effort on the part of the student.</p>

<p>Students create three posters, one for each selected teaching of Buddhism. Students then post their posters in the classrooms.</p>	<p>create (synthesis) HOT</p>	<p>Each poster shows a corresponding image to the selected teaching that illustrates a relevant episode from the Buddha's life.</p> <p>A brief explanation of how that teaching was similar to or differed from the teachings of Hinduism is also incorporated.</p> <p><i>Note: As a concluding activity, you may wish to have students use a simple rubric to evaluate and provide written feedback on other groups' galleries. The thoroughness and accuracy of this evaluation could be a part of both students' grades.</i></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) Short Answer: Pick three events in Siddhartha Gautama's life and explain how they relate to his teachings.
- 2) Essay: Compare and contrast the beliefs and practices of Buddhism and Hinduism.

Resources:

Textbook Materials:

World History: Ancient Cultures. McDougal-Littell, 2007; Chapter 7, Section 3, pages 232-240.

Supplementary Materials:

History Alive! The Ancient World (Teachers Curriculum Institute, Palo Alto, CA, 2004) (See both textbook and Lesson Guide for teachers. Textbook contains clear, thorough readings on Hinduism and Buddhism. Lesson guide contains many creative and engaging lessons on both topics.)

<http://www.edepot.com/budtext.html> (Various excerpts and links to excerpts of Buddhist Scripture, useful primary source material for a more in depth look at Buddhism.)

<http://www.buddhanet.net/4noble.htm> (The Four Noble Truths: Primary Source quotes attributed to Buddha describing the four noble truths.)

<http://www.thebigview.com/buddhism/eightfoldpath.html> (Description of the Eightfold Path, with articles describing each and general summaries which are reading comprehension level appropriate.)

Grade 7 Unit 10 Standards-Based Worksheet

District of Columbia Public Schools — Social Studies

STANDARD

7.11.1. Explain China's reunification under the Qin Dynasty after the disunification of the warring states period. (P, M)

Concepts:

- China's reunification
- Qin Dynasty
- disunification
- warring states period

Skills:

- describe

Big Ideas:

- Political and cultural institutions founded during the Classical period in China still persist today.
- The chaos of the warring states period allowed the warlord Qin to conquer and unify China.
- The controversial figure of Emperor Qin is seen by many as the "Father of China."

Essential Questions:

- Where did "China" come from?
- Why has Chinese civilization been able to survive for so long?
- How did a unified China result from the warring states period?
- Why is Emperor Qin such a controversial figure in Chinese history?

Engaging Scenario:

You are a historian specializing in Chinese history. You are at a conference arguing that Emperor Qin Shihuangdi is the "Father of China," but another historian believes that Liu Pang, the first Han emperor, is the true "Father of China." Which one of you is right?

You must prepare your argument that Emperor Qin is the "Father of China." A good debater will also examine his/her opponent's argument and prepare counterarguments. Thus you will create your arguments and then create counterarguments for the main points of your opponent.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students create and label an annotated timeline of Classical China, beginning with the warring states period, including major events of Emperor Qin’s unification of China and his death, and the rise of the Han Dynasty.</p>	<p>label (comprehension) LOT</p>	<p>At least three entries are present for the warring states period, Emperor Qin, and the Han Dynasty. Entries are placed accurately on the timeline, and annotations are at least a complete sentence in length and accurate.</p>
<p>Students read textbook passages on Qin and Han China. On a graphic organizer that is divided into two sections (Qin and Han), they record evidence of specific changes introduced under each dynasty. Then, they annotate each piece of evidence with the political, economic, or cultural significance of that change.</p>	<p>record (comprehension) LOT</p> <p>categorize (evaluation) HOT</p>	<p>Students should capture at least 6-7 major changes in each dynasty. Examples include: Qin: centralization of government, construction of the Great Wall, standardization of laws and currency. Han: creation of the bureaucracy, introduction of Civil Service exams, reintroduction of Confucianism.</p> <p>Annotations are accurate and relevant (example: centralization allowed all of China to be ruled by a single person).</p>
<p>Students create a historical head for Emperor Qin Shihuangdi and Liu Pang. Each head should contain eight images and annotations representing both contributions of the person and major events in that person’s life. (See supplementary materials below for more details on historical heads.)</p>	<p>create (synthesis) HOT</p>	<p>Images and annotations are accurate and relevant to the historical figure’s life. See online sample in the supplemental resources section for a sample rubric.</p>
<p>Students create two maps of Chinese political boundaries. One map contains the boundaries of the Qin empire, present-day China, and the Great Wall. The other map contains the boundaries of the Han empire and present-day China. Students then answer these questions: “Which empire’s boundaries are more similar to present-day China?” Give three reasons (based on historical evidence) why this might be the case.</p>	<p>label (application) LOT</p> <p>answer (synthesis) HOT</p>	<p>Boundaries on maps are mostly accurate. Students correctly identify that Han boundaries are closer to modern China and explain plausible reasons (Han dynasty lasted longer so they had more time to expand, more political organization and bureaucracy, etc.).</p>

<p>Working in groups, students create a "Top 5" list for each of the two empires; selecting and ranking in order the five changes in each dynasty that seem most likely to create an empire that would last for 2000 years.</p> <p>Students then write a correlating sentence or two explaining why each change might create a lasting empire. Students also offer a justification for their #1 choice.</p>	<p>select & rank (evaluation) HOT</p> <p>argue (evaluation) HOT</p>	<p>Explanatory sentences are relevant and student justifications present a logical reason for their #1 choice.</p>
<p>Students collect and categorize evidence regarding who is the first "Father of China." Students then organize each body of evidence ("Qin as the Father of China" and "Liu Pang as the Father of China") into an argument outline.</p>	<p>collect (application) LOT</p> <p>categorize (evaluation) HOT</p> <p>organize (synthesis) HOT</p>	<p>Students collect at least ten pieces of evidence respectively categorizing Qin and Liu Pang as the true "Father of China."</p> <p>Outlines contain at least eight pieces of evidence and are logically organized.</p>
<p>Students select three points on the outline for the argument in favor of Qin as the "Father of China." Students then construct a counterargument for each, thereby depicting Liu Pang as the "Father of China." The class is then split in half to engage in a debate.</p> <p><i>Note: Teacher will serve as the moderator.</i></p>	<p>construct (application) LOT</p> <p>argue (evaluation) HOT</p>	<p>Student counterarguments logically refute their selected outline points in favor of Qin as the "Father of China." Counterarguments are also historically accurate and persuasive in nature.</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) Short Answers:



- Which emperor was buried with the Terra Cotta soldiers pictured above?
- Give two reasons why this emperor chose to be buried in this fashion.

2) Essay: Was Emperor Qin a hero or a villain?

Resources:

Textbook Materials:

World History: Ancient Civilizations. McDougal-Littell, 2007; Chapter 8, pages 248-281.

Supplementary Materials:

History Alive! The Ancient World (Teachers Curriculum Institute, Palo Alto, CA, 2004) (See both textbook and Lesson Guide for teachers. Textbook contains clear, thorough readings on the Qin and Han China, Confucianism, Legalism, and Daoism. Lesson guide contains many creative and engaging lessons.)

<http://ancienthistory.mrdonn.org/Behavior.html> (Great lesson plan on Confucianism/Legalism/Daoism – performance task above is based on this site.)

<http://middle.usm.k12.wi.us/Faculty/taft/Histfiction/head.htm> (Information on Historical heads, how to implement in the classroom, and scoring rubrics which can be used.)

<http://www.gwd50.k12.sc.us/emd-web/Yates/Historical%20Head.doc> (Information on Historical heads, how to implement in the classroom, and scoring rubrics which can be used.)

<http://academic.brooklyn.cuny.edu/core9/phalsall/images/1stemp2.jpg> (Portrait of Emperor Qin, good for primary source analysis/differentiated learning styles.)

<http://academic.brooklyn.cuny.edu/core9/phalsall/images/qin1tmb1.gif> (Photograph of the Terra Cotta soldiers Emperor Qin buried himself with, great way to start brainstorm on why Qin would commit suicide after unifying China.)

Grade 7 Unit 10 Standards-Based Worksheet
District of Columbia Public Schools – Social Studies

STANDARD

7.11.5. Describe the foreign trade through the Silk Roads and the sea. (G, E)

Concepts:

- foreign trade
- Silk Roads
- the sea

Skills:

- describe

Big Ideas:

- Trade has connected distant societies for thousands of years.
- Trade transforms societies through cultural exchange, both directly and indirectly.
- Trade can increase economic prosperity for all parties involved.
- The Silk Roads and the exploration of the seas created one of the first periods of globalization.

Essential Questions:

- How did ancient civilizations influence one another?
- Why were the Silk Roads established?
- How have the Silk Roads and sea trade routes affected the world to this day?
- What modern day inventions and products came about as a result of the exchanges made along the Silk Roads?
- How does the movement of goods and ideas change the world?

Engaging Scenario:

You are a documentary filmmaker asked to create a documentary about the Silk Roads and sea trade early in the second millennium. Research foreign trade on land (the Silk Roads) as well as early sea trade, and then create storyboards which you would then use to organize your documentary (story boards are a visual outline of the documentary, in which you would show visuals, with captions, in the order that you would present the information in your documentary).

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students create a trade map of the Silk Roads circa 1000 CE. They identify the following cultural regions and cities (cities in parenthesis) on the map, and draw lines to connect them (indicating the Silk Roads). Then, they draw pictures of items that originated in each location, and label these drawings.</p> <p>Rome (Antioch): glasswares (trays, vases, necklaces, bottles) Arabia/Persia (Ctesiphon): perfumes, cosmetics, carpets China (Vhangan): silk, porcelain dishware, jewelry Central Asia (Kucha): jade, furs, gold India (connected to Silk Road via Kashgar): cotton, spices, pearls, ivory</p>	<p>create (comprehension) LOT</p>	<p>Cities and regions are accurately identified most of the time. Lines identifying trade routes are accurate and easily distinguishable. Goods are in the correct place, and drawings are relevant to their goods.</p>
<p>Students brainstorm what life would have been like for a merchant on the Silk Roads or traveling at sea. Students then check the text or other sources to verify (or, if need be, revise) their ideas.</p> <p>Students then collect or create visuals which could be used to show what life would be like as a merchant on the Silk Roads or at sea.</p>	<p>brainstorm (comprehension) LOT</p> <p>collect or create (application) LOT</p>	<p>Students brainstorm at least ten aspects total, five for the Silk Roads and five for a sea merchant. Brainstorming entries reflect thought and exhibit basic understanding of 11th – 14th century trade.</p> <p>Visuals plausibly represent the aspects of merchant life appropriate to the time period.</p>
<p>Students write one paragraph captions or explanations for each visual they created. Student may use the textbook or other sources, but the captions and explanations must be in the students' own words.</p>	<p>write (analysis) HOT</p>	<p>Captions are well written, free of grammatical or spelling mistakes, and accurately summarize various aspects of trade relevant to the time period. Captions and explanations are relevant to their corresponding image.</p>

Students compile their visuals, maps, and captions integrating them into a storyboard collection for a documentary about the Silk Roads. Students select the seven strongest visuals/captions.	integrate (synthesis) HOT	Storyboards collectively comprise an engaging and accurate narrative of the Silk Roads and sea trade. Storyboards exhibit understanding of trade during the time period, and the specifics of the Silk Roads.
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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) Short Answer: Describe how the Silk Roads helped spread any two of the following:

- Ideas
- Cultures
- Languages
- Goods and artifacts.

2) Essays:

- Describe why Silk Roads trade evolved and became globally significant. Be sure to include goods that originated in multiple locations in your response.
- Explain how the spread of religion was aided by the exchanges made between people along the Silk Roads.

Resources:

Textbook Materials:

World History: Ancient Civilizations. McDougal-Littell, 2007: Chapter 8, Section 4, pages 276-281.

Supplementary Materials:

History Alive! The Ancient World (Teachers Curriculum Institute, Palo Alto, CA, 2004) (See both textbook and Lesson Guide for teachers. This History Alive text has an excellent "act-it-out" activity where students act out a Silk Roads trade in a game. However, the directions are complicated, so be sure to plan it carefully; you may wish to modify it for your classroom to make it more structured.)

<http://www.ess.uci.edu/~oliver/silk.html> (Good background information on the Silk Roads, easy enough to read, students could use as background guide.)

<http://www.msu.edu/~lapp/UBTweb/silkroad.html> (Map of the silk road, excellent visual for students to understand the trade routes.)

<http://www.silkroadproject.org/> (Official website of the Silk Road Project, contains pictures, lesson plans, background guides, and other useful information for teachers and students.)
