

# Social Studies: Seventh Grade

**Unit:** Eastern Hemisphere Map Skills 7-1

**Time Line:** 6 weeks (can be taught as an integrated unit)

## **Unit Sub-Topics:**

- Latitude/longitude
- Scale/elevation
- Dates/time lines
- Five themes
- Geographic terms
- Culture
- Population
- Resources
- People and the environment

## **Wisconsin State Standards:**

A.8.1, A.8.3, A.8.5, A.8.6, A.8.7, A.8.8,  
D.8.2, D.8.7, E.8.2, E.8.3, E.8.4, E.8.14

## **Learner Outcomes:**

- Analyze, understand, and distinguish the components of different types of maps (physical, political, thematic, regional, topographic)
- Use latitude/longitude to locate places
- Use map scale/elevation
- Understand dates and their relationships on timelines
- Understand and appreciate the differences and similarities among cultures
- Learn aspects of population
- Differentiate between types of resources
- Know vocabulary definitions for geographical terms
- Use and understand charts, graphs, time zones, and political cartoons
- Foster an appreciation for our world and its components
- Apply the five themes of geography

## **Integration:**

Language Arts

Fine Arts

Science

Mathematics

Media Literacy

## **Instructional Strategies:**

- Guided reading activities
- Use and apply a variety of different types of maps (physical, political, thematic, regional, and topographic)
- Utilize learning strategies such as studying, note taking, test taking, writing, and reading (especially comprehension and inferencing)
- Incorporate a variety of primary and secondary source (magazines, newspapers, Internet, books, guest speakers, videos, etc.)
- Apply the five themes of geography

**Suggested Activities/Resources:**

- Boehm, Richard G, David G. Armstrong, and Francis Hunkins. Geography: The World and Its People. New York: Glencoe: McGraw-Hill, 2002. Glencoe: *Geography: The World and Its People (2002)* Unit 1, The World, Chapter 1, Looking at the Earth; Chapter 2, Water, Climate and Vegetation; Chapter 3, The World's People.
- *The World and Its People* Teacher Resources (video programs, chapter activities, transparencies, map packs, test Maker CD, etc.)
- Textbook Web Site: [www.gwip.glencoe.com](http://www.gwip.glencoe.com)
- *Nystrom Desk Atlas (2002th)* Activities 1a,b, 2a,b, “Getting to Know Your Atlas” and Activities 3a,b, 4a,b, “Reviewing Basic Skills.” Activities 11a,b “The World”
- United Streaming Video content
- Latitude/longitude BINGO and/or hot potato
- Five themes puzzle
- T graph notes
- Field trip journal
- Discussion
- Internet web sites

**Suggested Assessments:**

- Pretest and Post-Test
- Student created maps
- Writing in the content area – gradual progression from short answers to essays incorporating the skills from writing/grammar class
- Class discussion
- Writing rubrics

# Social Studies: Seventh Grade

**Unit:** Middle East and North Africa 7-2

**Time Line:** 4-6 weeks

## Unit Sub-Topics:

- Geography
- Current events
- Historical overview
- Current cultures
- Birthplace of three religions

## Wisconsin State Standards:

A.8.1, A.8.7, A.8.9, A.8.11, B.8.2, B.8.3, B.8.4, B.8.7, B.8.10, B.8.12, C.8.9, D.8.2, D.8.5, D.8.7, D.8.11, E.8.3, E.8.4, E.8.5, E.8.6, E.8.7, E.8.8, E.8.9, E.8.10, E.8.11, E.8.12, E.8.14

## Learner Outcomes:

The Student will:

- Identify, discuss, and explore the political and physical geography of the Middle East and North Africa
- Examine the latest current events of the region and U.S. involvement
- Explore and evaluate the global impact of this region in terms of politics, religion, culture, and resources
- Compare and contrast the three major religions originating in the Middle East (Judaism, Christianity, Islam)

## Instructional Strategies:

- Use and apply different types of maps, charts, graphs, time lines, and political cartoons
- Analyze Middle Eastern current events
- Guided reading activities
- Daily geography questions
- Utilize learning strategies such as studying, note taking, test taking, writing, and reading (especially comprehension and inferencing)
- Incorporate a variety of primary and secondary sources (magazines, newspapers, Internet, books, guest speakers, videos, etc.)
- Apply the five themes of geography
- Graphic organizer of three major religions

## Integration:

Language Arts

*Breadwinner, Parvana's Journey, or Mudd City* by Deborah Ellis, *Habibi* by Naomi Shihab Nye, *Kiss the Dust* by Elizabeth Laird, *Iqbal* by Francesco D'Adamo

Media Literacy

Fine Arts

## Suggested Activities/Resources:

- Boehm, Richard G, David G. Armstrong, and Francis Hunkins. Geography: The World and Its People. New York: Glencoe: McGraw-Hill, 2002. Unit 6, North Africa, Southwest Asia and Central Asia, Chapter 16, North Africa; Chapter 17, Southwest Asia; Chapter 18, The Caucasus and Central Asia.
- *The World and Its People* Teacher Resources (video programs, map activities, chapter activities, chapter transparencies, text-maker CD)

- Textbook Web Site: [www.gwip.glencoe.com](http://www.gwip.glencoe.com)
- United Streaming Video content
- *Nystrom Desk Atlas* and hands-on plastic map activities
- *Muslim Child: Understanding Islam Through Stories and Poems* by Rukhsana Khan
- Guest speakers of different faiths (Muslim, Jewish, Christian)
- Internet web sites

**Suggested Assessments:**

- Section quizzes and tests (including essay and short answer)
- Mapping activities
- Current events discussion
- Compare and contrast three religions
- Writing in the content area – gradual progression from short answers to essays incorporating the skills from writing/grammar class
- Proper essay writing (introduction, body conclusion)
- Writing rubrics

# Social Studies: Seventh Grade

**Unit:** Africa South of the Sahara 7-3

**Time Line:** 4-6 weeks

## Unit Sub-Topics:

- Geography
- Historical overview
- Current cultures
- Wildlife
- Environmental issues

## Wisconsin State Standards:

A.8.1, A.8.3, A.8.5, A.8.6, A.8.7,  
A.8.11, B.8.1, B.8.2, B.8.4, B.8.7,  
B.8.10, C.8.1, D.8.2, D.8.4, D.8.5,  
D.8.7, D.8.11, E.8.2, E.8.3, E.8.4,  
E.8.5, E.8.6, E.8.7, E.8.8, E.8.9, E.8.10,  
E.8.11, E.8.14

## Learner Outcomes:

The student will:

- Identify, discuss, and explore the political and physical geography of the region
- Examine the region's history, issues, and current events Develop an appreciation for the various cultures
- Appreciate the variety of wildlife and its interactions
- Be familiar with environmental issues impacting the region

## Instructional Strategies:

- Use and apply different types of maps, charts, graphs, time lines, and political cartoons
- Guided reading activities
- Daily geography questions
- Incorporate a variety of primary and secondary sources (magazines, newspapers, Internet, books, guest speakers, videos, etc.)
- Utilize learning strategies such as studying, note taking, test taking, writing, and reading (especially comprehension and inferencing)
- Apply the five themes of geography

## Integration:

Language Arts

Fine Arts

Science - environmental education

Media Literacy

## Suggested Activities/Resources:

- Boehm, Richard G, David G. Armstrong, and Francis Hunkins. Geography: The World and Its People. New York: Glencoe: McGraw-Hill, 2002. Unit 7, Africa South of the Sahara, Chapter 19, West Africa; Chapter 20, Central Africa; Chapter 21, East Africa; Chapter 22, South Africa and Its Neighbors.
- *The World and Its People* Teacher Resources (video programs, map activities, chapter activities, test-maker CD, transparencies, map packs, Enrichment Case Study "Desertification," Enrichment Activity 21, "East Africa – Birthplace of the Earliest Humans?")
- Textbook Web Site: [www.gwip.glencoe.com](http://www.gwip.glencoe.com)

- United Streaming Video content
- *Nystrom Desk Atlas* and hands-on plastic maps
- Outside readings on apartheid, slave trade, colonialism, ancient civilizations, AIDS, loss of habitat, women's rights, poverty, civil war, or disease
- Video African Wildlife, (National Geographic) DMC
- Video Stanley and Livingston, (A&E) (Logan Middle)
- Internet web-sites

**Suggested Assessments:**

- Chapter tests and quizzes
- Maps activities
- Current events discussion
- Writing in the content area – gradual progression from short answers to essays incorporating the skills from writing/grammar class
- Proper essay writing (introduction, body, conclusion)
- Writing rubrics

# Social Studies: Seventh Grade

**Unit:** Asia (SE Asia, India, Japan and the Koreas, China) 7- 4

**Time Line:** 8-12 weeks

## Unit Sub-Topics:

- Geography
- Historical overview
- Cultures
- Vietnam War
- Hmong Culture
- Economics

## Wisconsin State Standards:

A.8.1, A.8.3, A.8.5, A.8.6, A.8.8, B.8.1, B.8.2, B.8.3, B.8.4, B.8.12, C.8.1, C.8.9, D.8.2, D.8.7, D.8.11, E.8.1, E.8.3, E.8.4, E.8.6, E.8.7, E.8.9, E.8.10, E.8.11, E.8.12

## Learner Outcomes:

The student will:

- Identify, discuss, and explore the political and physical geography of the region
- Study the regions' historical backgrounds
- Develop an appreciation for various cultures in the region
- Develop an understanding of the Vietnam War (specifically U.S. and Hmong involvement)
- Foster an appreciation and understanding of the Hmong culture and history
- Explore and evaluate the global impact of the regions' economies and resources

## Instructional Strategies:

- Use and apply different types of maps, charts, graphs, time lines, and political cartoons
- Guided reading activities
- Incorporate a variety of primary and secondary sources (magazines, newspapers, Internet, books, guest speakers, videos, etc.)
- Utilize learning strategies such as studying, note taking, test taking, writing, and reading (especially comprehension and inferencing)
- Apply the five themes of geography

## Integration:

Language Arts - *Among the Hidden* by Margaret Peterson Haddex (China), *Children of the River* by Linda Crew (SE Asia), *And One For All* by Theresa Nelson, *Jouanah – A Hmong Cinderella* by Jewell Reinhart Coburn,

Fine Arts

Math

Science - environmental education

Media Literacy

## Suggested Activities/Resources:

- Boehm, Richard G, David G. Armstrong, and Francis Hunkins. Geography: The World and Its People. New York: Glencoe: McGraw-Hill, 2002. Unit 8, Asia, Chapter 23, South Asia; Chapter 24, China; Chapter 25, Japan and the Koreas; Chapter 26, Southeast Asia.
- Hmong Research Center - <http://www.lacrosseschools.com/longfellow/sc/hrc/> (To use, request Quicktime player be downloaded to your school computers)
- *Being Hmong Means Being Free* and *The Split Horn* videos

- *Dia's Story Cloth – a Hmong People's Journey of Freedom* by Dia Cha
- *The Whispering Cloth – A Refugees Story* by Pegi Deitz Shea
- *The World and Its People* Teacher Resources (video programs, chapter activities, transparencies, map packs, test-maker CD, and etc.)
- Textbook Web Site: [www.gwip.glencoe.com](http://www.gwip.glencoe.com)
- United Streaming Video content
- *Nystrom Desk Atlas* and hands-on plastic maps
- Video Everest, IMAX (Logan Middle)
- Video, Forest Gump (excerpts from Vietnam War era)
- Internet web-sites
- Outside readings (Great Wall of China) (Earthquake)
- History of Tiananmen Square incident activity
- Internet web sites

### **Suggested Assessments:**

- Chapter tests and quizzes
- Map activities
- Current events discussion
- Writing in the content area – gradual progression from short answers to essays incorporating the skills from writing/grammar class
- Proper essay writing procedures (introduction, body, conclusion)
- Writing rubrics



# Social Studies: Seventh Grade

**Unit:** Australia and New Zealand 7-5

**Time Line:** 1-2 weeks

## Unit Sub-Topics:

- Geography
- Historical overview
- Cultures
- Environmental concerns

## Wisconsin State Standards:

A.8.1, A.8.3, A.8.5, A.8.8, A.8.11,  
B.8.2, B.8.7, D.8.2, D.8.7, D.8.11,  
E.8.3, E.8.6,

## Learner Outcomes:

The student will:

- Identify, discuss, and explore the political and physical geography of the region
- Study the regions' historical backgrounds
- Understand and appreciate the culture of the region
- Understand environmental concerns of the regions (Great Barrier Reef)

## Instructional Strategies:

- Use and apply different types of maps, charts, graphs, time and political cartoons
- Guided reading activities
- Videos to increase appreciation for regions' physical appearance
- Incorporate a variety of primary and secondary sources (magazines, newspapers, Internet, books, guest speakers, videos, etc.)
- Utilize learning strategies such as studying, note taking, test taking, writing, and reading (especially comprehension and inferencing)
- Apply the five themes of geography

## Integration:

Language Arts  
Fine Arts  
Science  
Media Literacy

## Suggested Activities/Resources:

- Boehm, Richard G, David G. Armstrong, and Francis Hunkins. Geography: The World and Its People. New York: Glencoe: McGraw-Hill, 2002. Unit 9, Australia, Oceania and Antarctica, Chapter 27, Australia and New Zealand; Chapter 28, Oceania and Antarctica.
- *The World and Its People* Teacher Resources (video programs, maps, chapter activities, transparencies, map packs, test-maker CD)
- Textbook Web Site: [www.gwip.glencoe.com](http://www.gwip.glencoe.com)
- United Streaming Video content
- *Nystrom Desk Atlas* and hands-on plastic map activities
- Internet web-sites
- Outside readings (Great Barrier Reef) (Penal Colony)
- Venn diagram (comparing Australia/New Zealand)

**Suggested Assessments:**

- Chapter tests and quizzes
- Map activities
- Discussion questions
- Writing in the content area – gradual progression from short answers to essays incorporating the skills from writing/grammar class
- Proper essay writing procedures (introduction, body, conclusion)
- Venn diagram comparing/contrasting Australia and New Zealand
- Writing rubrics

# Social Studies: Seventh Grade

**Unit:** Russia and Eastern Europe 7-6

**Time Line:** 3-5 weeks

## Unit Sub-Topics:

- Geography
- Historical overview
- Culture
- Current events
- Communism
- Cold War/U.S. involvement

## Wisconsin State Standards:

A.8.1, A.8.3, A.8.5, A.8.7, A.8.10,  
A.8.11, B.8.1, B.8.2, B.8.3, B.8.4,  
B.8.7, B.8.10, B.8.12, C.8.1, C.8.9,  
D.8.2, D.8.4, D.8.5, D.8.6, D.8.7,  
E.8.2, E.8.3, E.8.4, E.8.5, E.8.7, E.8.8,  
E.8.11, E.8.14

## Learner Outcomes:

The student will:

- Identify, discuss, and explore the political and physical geography of the region
- Examine the regions' historical backgrounds
- Develop an appreciation for the culture of this region
- Be familiar with the legacy of communism, the cold war, and the role of the United States in the region's history

## Instructional Strategies:

- Use and apply different types of maps, charts, graphs, time and political cartoons
- Guided reading activities
- Incorporate a variety of primary and secondary sources (magazines, newspapers, Internet, books, guest speakers, videos, etc.)
- Utilize learning strategies such as studying, note taking, test taking, writing, and reading (especially comprehension and inferencing)
- Apply the five themes of geography

## Integration:

Language Arts - *Angel in the Square* by Gloria Whelan

Fine Arts

Science: environmental education

Media Literacy

## Suggested Activities/Resources:

- Boehm, Richard G, David G. Armstrong, and Francis Hunkins. Geography: The World and Its People. New York: Glencoe: McGraw-Hill, 2002. Unit 5, Russia, Chapter 14, Russia – A European Country; Chapter 15, Russia – Past and Present; Chapter 4, Europe; Chapter 13, Eastern Europe. \*\*
- *The World and Its People* Teacher Resources (video programs, map and chapter activities, transparencies, map packs, test-maker CD)
- United Streaming Video content
- *Nystrom Desk Atlas* and hands-on plastic maps
- Textbook Web Site: [www.gwip.glencoe.com](http://www.gwip.glencoe.com)
- Video: Russia's Last Tsar, (National Geographic) (Logan Middle)

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- Russian history lecture notes
- Internet web-sites

\*\* This chapter is not in the student textbook. Copies are available at Hogan.

**Suggested Assessments:**

- Chapter tests and quizzes
- Map activities,
- Writing in the content area – gradual progression from short answers to essays incorporating the skills from writing/grammar class
- Proper essay writing procedures (introduction, body, conclusion)
- Identify leaders of Russia and Eastern Europe
- Writing rubrics

# Social Studies: Seventh Grade

**Unit:** Western Europe 7-7

**Time Line:** 2-4 weeks

## Unit Sub-Topics:

- Geography
- Historical overview
- Culture
- Current events

## Wisconsin State Standards:

A.8.1, A.8.3, A.8.7, A.8.9, A.8.10,  
A.8.11, B.8.1, B.8.2, B.8.3, B.8.7,  
B.8.9, B.8.10, C.8.1, C.8.9, D.8.1,  
D.8.2, D.8.4, D.8.5, E.8.1, E.8.5, E.8.6,  
E.8.9, E.8.10, E.8.11

## Learner Outcomes:

The student will:

- Identify, discuss, and explore the political and physical geography of the region
- Be familiar with the regions' historical backgrounds
- Develop and appreciation for European culture
- Explore the current events relevant to this region

## Instructional Strategies:

- Use and apply different types of maps, charts, graphs, timelines, and political cartoons
- Guided reading activities
- Atlas activities
- Incorporate a variety of primary and secondary sources (magazines, newspapers, Internet, books, guest speakers, videos, etc.)
- Utilize learning strategies such as studying, note taking, test taking, writing, and reading (especially comprehension and inferencing)
- Apply the five themes of geography

## Integration:

Language Arts  
Fine Arts  
Media Literacy  
Mathematics

## Suggested Activities/Resources:

- See Grade Course Guide for additional activities and resources
- Boehm, Richard G, David G. Armstrong, and Francis Hunkins. Geography: The World and Its People. New York: Glencoe: McGraw-Hill, 2002. Unit 4, Europe, Chapter 10, Western Europe; Chapter 11, Southern Europe; Chapter 12, Northern Europe. \*\*
- *The World and Its People* Teacher Resources (video programs, map activities, chapter activities, transparencies, map packs, test-maker CD)
- Textbook Web Site: [www.gwip.glencoe.com](http://www.gwip.glencoe.com)
- United Streaming Video content
- *Nystrom Desk Atlas* and hands-on plastic maps
- Internet web sites
- Outside readings (Euro, Chunnel)

\*\* This chapter is not in the student textbook. Copies are available at Hogan.

**Suggested Assessments:**

- Chapter tests and quizzes
- Map activities
- Writing in the content area – gradual progression from short answers to essays incorporating the skills from writing/grammar class
- Proper essay writing procedures (introduction, body, conclusion)
- Writing rubrics