

WORLD HISTORY AND GEOGRAPHY: GRADE 7

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, from early man to exploration. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout Europe during medieval and early modern times. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students consider why civilizations developed where and when they did, why they became dominant and why they declined.

7.1 Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:

1. the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire
2. the location of human communities that populated the major regions of the world and how humans adapted to a variety of environments
3. the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter

7.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia and Egypt, in terms of:

1. the location and description of the river systems, and physical settings that supported permanent settlement and early civilizations
2. the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power
3. the relationship between religion and the social and political order in Mesopotamia and Egypt
4. the significance of Hammurabi's Code
5. Egyptian art and architecture
6. the location and description of the role of Egyptian trade in the eastern Mediterranean and Nile valley
7. the significance of the lives of Queen Hatsheput and Ramses the Great
8. the evolution of language and its written forms
9. the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity
10. the location of the settlements and movement of Hebrew peoples, including the Exodus, the movement to and from Egypt, and the significance of the Exodus experience to the Jewish people and other people in history

7.3 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:

1. the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region
2. the transition from tyranny and oligarchy to early democratic forms of

government and back to dictatorship in ancient Greece, and the significance of the invention of the idea of citizenship

3. the key differences between Athenian or direct democracy and representative democracy
 4. the founding, expansion, and political organization of the Persian Empire
 5. similarities and differences between life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars
 6. the rise of Alexander the Great in the North and the spread of Greek culture eastward
 7. the enduring contributions of important Greek figures in the arts and sciences
- 7.4 Students analyze the geographic, political, economic, religious, and social structures in the development of Rome, in terms of:
1. the location and rise of the Roman Republic, including important mythical and historical figures
 2. the character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)
 3. the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman Empire fostered economic growth through the use of currency and trade routes
 4. the influence of Julius Caesar and Augustus in Rome's transition from republic to empire
 5. the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans
 6. the origins of Christianity in the Jewish Messianic prophecies, the persecution of Christians by Romans, and the spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)
 7. the circumstances that led to the spread of Christianity in Europe and other Roman territories
 8. the legacies of Roman art and architecture, technology and science, literature, language, and law
- 7.5 Students analyze the causes and effects of the disintegration of the Roman Empire, in terms of:
1. the geographic borders of the empire at its height and the factors that threatened its territorial cohesion
 2. the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire with an emphasis on the growing schism between Roman Catholicism and Eastern Orthodoxy
- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe, in terms of:
1. the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship to ways of life in ancient Europe and during the Roman Empire
 2. the role played by the early Church and by monasteries after the fall of Rome
 3. the development of feudalism, its operation in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns) and how feudal relationships provided the foundation of political order

4. the conflict and cooperation between the Papacy and European monarchs
5. the significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought and representative institutions
6. the causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world
7. mapping the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and its impact on global population
8. the importance of the Catholic Church as a political, intellectual and aesthetic institution

7.7 Students analyze the origins and accomplishments of the Renaissance, in terms of:

1. the way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith)
2. the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas
3. the effects of re-opening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes
4. the growth and effect of ways of disseminating information (e.g., the translation of the Bible into the vernacular, printing)
5. advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy

7.8 Students analyze the historical developments of the Reformation, in terms of:

1. the causes for the internal decay of the Catholic Church
2. the ideas of the major figures during the Reformation (e.g., Erasmus, Martin Luther)
3. the influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism
4. the location and identification of European regions that remained Catholic and those that became Protestant
5. how the Counter-Reformation revitalized the Catholic Church and the forces that propelled the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent)
6. the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492

7.9 Students analyze the historical developments of the Scientific Revolution and its Lasting effect on religious, political and cultural institutions, in terms of:

1. the significance of the new scientific theories and inventions
2. the scientific method

7.10 Students analyze political and economic change during the Age of Exploration, in terms of:

1. the great voyages of discovery, the location of the routes, and the influence of

cartography in developing a new European world view

2. the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major Economic and social effects on each continent
3. the origins of modern capitalism, the influence of mercantilism and the change of international trading and marketing patterns