

Grade 7 World History

Oak Meadow Teacher's Manual

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Lesson



African Empires (1500 BCE–700 CE)

ASSIGNMENT SUMMARY

- ☐ Complete the reading selections.
- ☐ Study the geography of Africa.
- ☐ Show the geographical features of one African nation.
- ☐ Choose a creative activity related to ancient Africa.

Learning Objectives

At the end of this lesson you will be able to:

- Locate major geographical features of Africa on a map or globe.
- Identify natural features of one African nation.
- Demonstrate knowledge of one aspect of African history in creative form.

Reading

Read the following sections, which are found at the end of this lesson (see Reading Selections):

- Ancient Kingdoms of Africa
- Africa and Europe Establish Trade

As you read, keep a globe, atlas, or world map next to you and look up each area that you are reading about. This is an important part of every lesson! By looking at the geographical location of each region, you will gain a better understanding of how the environment and neighboring regions influenced each culture.

Before you begin reading, scan the assignments for this lesson and look at the length of the reading selections. This will give you an idea of how much work there is to do and help you plan your time accordingly. You may want to use a planner or the assignment checklist (found at the beginning of each lesson) to divide the work into manageable tasks so you can make steady progress.

At the beginning of the course, it might be helpful for you to sit down with your student to locate places on a globe, atlas, or map. You can model active inquiry by studying the natural landforms and geographical features such as mountain ranges, rivers and lakes, deserts, bays, and peninsulas. This can help your student get into the habit of looking closely at areas covered in the reading sections, and considering how the natural resources, geography, and proximity to other landforms and nations can influence history.

In addition, check that your student has a clear understanding of how much work is expected in one week. Time-management skills are an essential part of independent learning. Planners, checklists, and regular check-ins can help ensure your student will make steady progress and keep up with the workload throughout the year across all courses.



Reflect and Discuss

When you think of Africa, what comes to mind? Think about it and then ask this question of one or two other people. Often, we have perceptions of a place that may or may not be accurate. When studying history, it's important to notice any preconceptions we have (ideas we have about something before we really know about it), and try to put them aside as we learn.

This section asks students to talk about different concepts or aspects of what they are studying. By talking with peers, family members, and other adults, students can gain a wider perspective and reflect more deeply on their learning. You can facilitate discussions by volunteering your own thoughts, displaying your own curiosity or uncertainty, and asking questions to extend the conversation.

Assignments

When doing assignments for this course, you will often need to do additional research. As a starting point, you can find excellent online resources at oakmeadow.com/curriculum-links. Bookmark the page so you can easily return to it to find more resources for each lesson.

1. Using a globe, atlas, or world map, locate the continent of Africa and study its geographical features. Look for major rivers, lakes, mountain ranges, deserts, and other natural features. Note the bodies of water on different sides of the continent. Write a sentence about one thing that surprised you or one new thing that you learned.

Answers will vary as students examine the landforms of the African continent. Some notable features include Lake Victoria and Lake Chad; the long, narrow Lake Malawi;

mountain ranges along the northern and eastern edges; the mountainous island of Madagascar off the southeastern region; heavily forested regions across the center of the continent; and desert regions in both the north and south. Closer inspection will reveal numerous African islands along the extensive coastline. The continent is surrounded by the Atlantic Ocean, Mediterranean Sea, Red Sea, and Indian Ocean.

2. Select one African nation and learn about its geographical features. Draw or find photos of at least two natural features, such as bays, mountains, rainforests, deserts, rivers, peninsulas, etc. Write captions for each illustration or photo explaining what the picture shows. If you use photographs, include citation information.

Students may choose any African nation to learn more about. The focus should be on the natural features of the landscape with relevant visuals that include informative captions. Look for citations for any photographs. The goal of this assignment is to help students gain an awareness of the incredible diversity of natural environments on the African continent.

3. Choose one of the following creative activities:

The creative activities below are designed to encourage students to become familiar with one aspect of life in ancient Africa. Student work can be evaluated based on effort and engagement rather than on the outcome of the project.

- a) Learn about recent excavations in Morocco, Ethiopia, or elsewhere in Africa and write a brief description of some of the evidence found related to the earliest human civilizations. Draw or include a photograph of one artifact or fossil.
- b) Some ancient empires used pictographs to make written records. Write something in pictographs! Make sure to include a translation of your message.
- c) Design an obelisk in honor of a civilization or a ruler (real or imaginary). You can draw a picture of your obelisk or make a model using clay or other materials. Write a brief description of the meaning of the decorations or inscriptions on your obelisk.
- d) Learn about one of the ancient African kingdoms you read about: Kush, Punt, Phoenicians, Aksum, Mali, or Songhai. Write about or illustrate some aspect of this culture, such as the system of government, art, customs, religious beliefs, architecture, or monuments.
- e) Read a firsthand account of sailors navigating around the Cape of Good Hope in the early days of exploration. Alternately, you might want to imagine yourself as an early sailor and write a journal of your trip around the Cape of Good Hope.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. Please remember that these skills continue to develop over time, so you aren't expected to be able to do all of them yet. The main goal is to be aware of which skills you need to focus on.

The following checklist is found in the student's coursebook and students are encouraged to use it to keep track of their own skill development. It is included here so you can keep your own notes as well. If your student is using the checklist, take note of what is written and use it to help better support your student's work.

SKILLS	Developing	Consistent	Competent	Notes
Locate continents, peninsulas, and other landforms on a map or globe				
Identify relevant research sources				
Provide accurate and relevant information based on research				
Demonstrate knowledge of one aspect of life in ancient Africa				

Lesson



Unit Project and Learning Reflection

ASSIGNMENT SUMMARY

- ☐ Complete a unit project of your own design. ☐ Complete a learning reflection.

Learning Objectives

At the end of this lesson you will be able to:

- Design a project that combines personal interests with the unit theme.
- Demonstrate project-management skills.
- Reflect on the learning process and content.

Unit Project

History is often framed by wars and conflicts. For the next two weeks, you'll look away from the conflicts and struggles of humanity and turn your attention to the accomplishments of people around the world. Based on the historical periods you've studied in this unit, you'll explore some element of human achievement in art, science, math, music, technology, engineering, architecture, medicine, literature, or any other creative endeavor or innovation.

What do *you* like? Find something you are interested in and explore an aspect related to it. Do you like maps? Fashion? Animals? Food? Whatever it is, look back in time to see how that interest could be used as a framework for a project. Your project doesn't have to be anything elaborate; you just have to create something that shows what you've discovered.

You have two weeks to complete this project.

Here are a few examples of project ideas, just to help with your own brainstorming:

- If you are interested in food from different cultures, you might find out what kinds of crops were grown in one particular region during that time period, and then create a menu of what might have been a typical meal or a feast. You might even try to make the meal! You can

photograph what you've cooked, or create a handwritten menu. You might draw an illustration of the feast, or make up a new recipe based on the available ingredients.

- If you like art, you might draw, paint, or sculpt a reproduction of artwork from that culture and time period. You might learn about one particular artist and create a slide show of that artist's work, using captions to highlight historical details. You could compare the art style of the time to earlier or later styles, or you could show how art was a reflection of the social and political events of that era.
- If you like movies, you could watch a movie based on the historical time period and write a movie review. You could use film clips or trailers from different movies related to one time period and compare how historical details were represented (costume, geographical features, food, family or social structure, etc.). Or you might create your own short film or video compilation that highlights one aspect of the time period.
- If you like building things, you might create a diorama (either physical or computer generated) that shows a particular region or historical event. You could recreate a style of architecture or make a model of a typical house. Or you might create a replica of an artifact, such as a type of tool, jewelry, container, vehicle, or other item in daily use at the time.

Use your imagination! Try to come up with a project that you will enjoy doing. Talk to friends and family members before you start your project. Discussing and brainstorming ideas with others will help you refine your project before you begin. Plan the different stages or steps of your project so that it can be completed within two weeks. (If you have a longer project in mind, discuss your idea with your teacher.) Make a checklist of tasks, write down how long you expect each to take, and check off tasks as they are completed. If you find yourself getting bogged down, think about how you can streamline the process or adjust the original timeline.

As you are working on your project, continue to talk about it and get input from others, especially if you come to a challenging part or need to adapt your original idea. You don't have to do this project by yourself—make it a collaboration with others! (Just make sure to give them credit when your project is complete.)

Students have two weeks to work on a project of their own design, preferably one that combines their own personal interests with the material in Unit I: The Age of Empires. The main thing students are likely to need support with is project- and time-management. Since students will be doing a self-designed project at the end of each unit, it's a good idea to work closely with them to develop good organizational skills with this first project. Creating a step-by-step plan is crucial; many projects have been derailed by students not taking into account something as simple as how long it will take to collect necessary materials or how much help they will need during a construction phase. Ask to see your student's project plan and make sure there is a realistic time table. While there are benefits to allowing students to extend projects over a long period, there are also great benefits to learning how to complete a project within a specific time

period. In particular, students tend to underestimate how much time or effort a project will take. Helping them develop this skill will serve them well throughout their lives.

When assessing the student's project, you might take into consideration the complexity of the project, the clarity of the plan, how well the student adhered to the timeline, and how well the final product expressed the vision of the project. Alternatively, you might prefer to simply acknowledge the student's effort and engagement, to enjoy the student's work rather than analyze it. The primary goal of this project is to allow students time and space to absorb and integrate what they've learned and address it in a way that has meaning for them. If they have accomplished this, the project can be considered a success.

Learning Reflection

You have just spent several weeks exploring a great deal of information about world history. It's important to take time to let what you've learned sink in, to ponder its relevance to modern life.

Let your mind wander back over what you've discovered in the past weeks. (It might help to look over the table of contents, reading material, or the assignments you did to refresh your memory.)

You can use the following questions to guide your reflections, but you shouldn't feel limited by them—reflections are personal, and each person will think about different aspects of what they've learned.

- What stands out as meaningful or baffling to you?
- What did you learn that was new or surprising?
- Did something raise a strong emotion in you, such as resentment, empathy, or wonder?
- What types of assignments did you most enjoy? Which were most challenging to you?
- If you had a time machine, is this a time period you would wish to visit? Why or why not?
- Is there some element of this time period that you wish was present in our modern culture?
- Is there a lesson to be learned from the struggles, mistakes, and triumphs experienced by the people long ago?

When you have spent some time reflecting and turning over ideas in your head, express your thoughts in some sharable form. This can be in writing, poetry, music, art, discussion or interview format, or any other way you'd like to share your reflections.

Reflections are an important element of the learning process. As students examine their struggles, surprises, gains, and emotions, they further integrate the new material they have learned. You can use this reflection as an insight into the student's process and use this knowledge to lend focused support moving forward.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Plan and implement a self-designed project				
Identify discrete project tasks				
Create a project timeline				
Produce a tangible outcome that can be shared				
Express thoughts related to self-reflection				

Lesson



Radical Change in the Americas (1830–1920)

ASSIGNMENT SUMMARY

- ☐ Complete the reading selections.
- ☐ Find an informational graphic, work of art, and primary source material.
- ☐ Create an informational graphic or artwork.
- ☐ Write a firsthand perspective based on primary source material.

Learning Objectives

At the end of this lesson you will be able to:

- Locate and cite primary source material.
- Locate and cite a relevant work of art.
- Express a historical perspective.

Reading

Read the following reading selections:

- The Fight for Canada
- Westward Expansion and the Impact on American Indians
- Mexican Revolution

Note that there is a good deal of reading in this lesson. Glance over everything—the reading selections and the assignments—before you begin so you can plan your time wisely. Remember to look up each location on an atlas, map, or globe as you read.

Assignments

Read all the assignment instructions before you begin as all of this lesson's assignments are related to one another.

1. Find three different resources related to the westward expansion into United States territories during the 19th century. You will need to locate:

- One map, chart, or table showing relevant data
- One work of art depicting this era
- One excerpt from a primary source text, such as a letter, journal, government communication, or eyewitness account from the 1800s

Include a few sentences for each of these three sources explaining what information each one conveys about this time period. Make sure each source has a proper citation.

This assignment requires students to locate three relevant sources of information: an informational graphic, a work of art, and a primary source text. Students may need help distinguishing a primary source from secondary sources. Each source should be cited. Students will also include an explanation of the information each source conveys.

2. Based on the primary source material you shared for assignment #1, write a firsthand account from the perspective of someone who was present or impacted by the topic being discussed. For instance, you might write a journal entry or letter from a pioneer facing the challenges and hardships of building a new life in the West; you might write a conversation or eyewitness account of a Native American hunting buffalo or watching them being shot for fun by passengers on a passing train. Whatever the topic, approach it in a personal way, from the point of view of someone deeply involved at the time. Ideas, details, and events should reflect the historical time period.

Using the primary source material submitted for assignment #1, students will create something expressing a firsthand account from a historical perspective. This requires students to understand and express the point of view of someone involved in a historical event. Look for specific historical details, references to events or ideas of the time, and a first-person perspective.

Note that **primary source material** refers to material created during a historical time period by someone who was involved. This is an original source, not a secondhand account of what happened. The text of a speech is a primary source; a newspaper article about the speech is a secondary source. A primary source expresses firsthand knowledge or perspective of an event while a secondary source is created by someone reporting something they heard or read.

Learning Checklist

Use this learning checklist to track how your skills are developing over time and identify skills that need more work.

SKILLS	Developing	Consistent	Competent	Notes
Identify relevant informational graphics				
Identify primary source material				
Write from a historical perspective				