

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



The Early Dynasties of Asia (400 BCE–1854 CE)

ASSIGNMENT SUMMARY

- Complete the reading selections.
- Study the geography of China and Japan.
- Draw a map of the major routes of the Silk Road.
- Choose a creative project related to ancient China or Japan.

Learning Objectives

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

- Locate China and Japan on a map and identify significant geographical features.
- Draw a historically accurate map.
- Present a creative project based on an ancient cultural tradition.

Reading

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

- Chinese Dynasties
- The Shogunates of Feudal Japan

As you read, look up each area on a globe, atlas, or world map. Take a few minutes to notice where the region is in relation to other nearby or influential countries.

Encourage your student to become familiar with using a map or globe, and to use it in each lesson to gain a solid understanding of relative locations.



Reflect and Discuss

Think about the concept of isolationism. Do you think a nation should be allowed to isolate itself from the influence, trade, and cultural exchange with other nations? What would be the benefits of this policy? What would be the drawbacks? Consider your opinion and then discuss your ideas with someone else. Listen to their point of view.

On a related note, how do you feel about the way in which Commodore Perry and the United States forced Japan to end its isolationist policy? Imagine you were present when ideas were being discussed about how to approach Japan. What would you say to Perry or others in charge? Would you present an alternate plan? With a partner, role play this scenario. Make sure to give the reasoning behind your ideas. Be convincing—try to persuade others to agree with your plan!

Consider ways in which you can encourage your student to reflect on lesson topics, discuss ideas, and ask questions. Some students will do this more naturally than others; all can benefit from it.

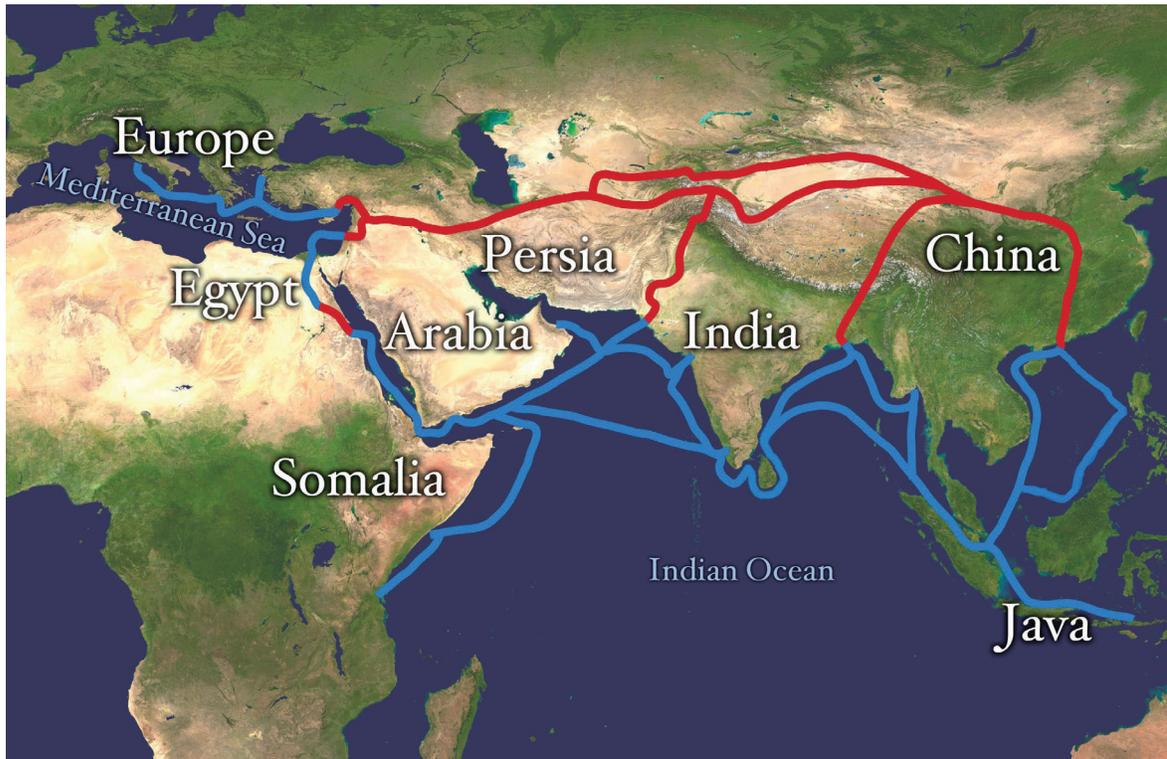
Assignments

1. Using a globe, atlas, or world map, locate the continent of Asia. Focus on the areas of China and Japan. Study the geographical features. Try to get a sense of the terrain, coastal regions, and nearby neighbors as you consider how the empires of China and Japan would have traveled, traded, and defended themselves from invaders. Write a sentence about one thing that surprised you or one new thing that you learned.

Answers will vary; students may enjoy discussing what they've learned by studying the map rather than writing about it.

2. Research the major routes of the Silk Road, and draw a simple map. Note the locations of countries who were trading partners (you don't have to draw borders around the countries; just show the general area of each). Make sure to include both overland and sea routes. Show on your map or write a few sentences about the geographical features that would have influenced the route or difficulty of travel.

The student's map doesn't have to be completely accurate and to scale, particularly if the student is drawing freehand. The major routes of the Silk Road are shown below.



Overland routes of the Silk Road are shown in red and water routes are shown in blue.
(Image credit: NASA/Goddard Space Flight Center and Splette)

3. Develop a creative project project based on the contributions of traditional Chinese or Japanese culture, such as pottery, haiku, calligraphy, or theater.

Creative projects are designed to offer students multiple ways to explore the lesson material. The active exploration and the union of research and creativity are more important than the actual product. However, all student work can be recognized and appreciated for its effort and originality.

Up for a Challenge?

Calligraphy is a decorative, stylized form of writing found in many Chinese paintings. Bamboo also features prominently in many traditional Chinese paintings and can be quite simple to draw. Draw or paint a picture of bamboo and write a favorite or original verse in calligraphy on your painting. You can find simple calligraphy instructions online or in the library. (Hint: Practice your calligraphy skills first before writing on your drawing.) If you are particularly interested in becoming skilled at calligraphy, you might consider purchasing special pens. Calligraphy is a fun technique to use in making cards, report covers, posters, and other projects.

This is an optional project.



Twelve Plants and Calligraphy, Xu Wei, 16th century, Ming Dynasty
(Image credit: Honolulu Academy of Arts)

This section provides another idea for how to explore the material. These sections are designed for students who are particularly interested in a topic or who are looking for an additional way to challenge themselves and develop their knowledge and skills. All “Up for a Challenge?” sections are optional.

Learning Checklist

Use this learning checklist to keep track of how your skills are progressing. Include notes about what you need to work on. These skills will continue to develop over time. The main goal is to be aware of which skills you need to focus on.

SKILLS	Developing	Consistent	Competent	Notes
Locate specific locations and significant landforms on a map				
Draw a historically accurate map				
Label a map with locations and geographical features				

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 Renaissance, Reformation, and the Age of Enlightenment (1350–1815)



ASSIGNMENT SUMMARY

- Complete the reading selections.
- Compare and contrast the ideas of Hobbes and Locke.
- Explain the relevance of Voltaire's ideas today.
- Choose a creative assignment to complete.

Learning Objectives

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

- Compare and contrast philosophical ideas.
- Relate ideas of the Enlightenment to today's world.
- Use reasoning to express ideas clearly.

Reading

Read the following reading selections:

- The European Renaissance (1400–1600)
- The Protestant Reformation (1517–1685)
- The Age of Enlightenment or Reason (1685–1815)

Continue to use your atlas or globe as you read.



Reflect and Discuss

Think about relationships in your life involving either spoken or unspoken contracts. John Locke believed government should be a contract between people and their rulers in which the rulers were expected to protect the rights of the people. What contracts and agreements do you have in your life? How are these agreements different from the contract between a citizen and the government? Discuss your ideas with someone else and listen to what they have to say.

Assignments

1. Think about the difference between Thomas Hobbes and John Locke, and their beliefs about the nature of human beings. Explain why you agree or disagree with these men. Compare their ideas and highlight how they are different. You may write this as an essay, a dialogue between the two of them, an interview, or a creative writing story in which you imagine yourself living in a society created by one or the other of these philosophers.

Hobbes believed that people were driven by self-interest and needed to be ruled and controlled by others for their own good. Locke believed that human beings had a natural right to freedom and equality, and were able to govern themselves. The student's response should clearly highlight the differences in their two opposing schools of thought.

2. In your own words, restate Voltaire's words, "I disapprove of what you say, but I will defend to the death your right to say it." How might this statement be relevant in today's world? Do you agree or disagree with it? Explain your reasoning.

Answers will vary as students consider how the idea of free speech related to modern society. Some may find parallels in ongoing struggles to promote religious tolerance and combat intolerance ("I don't have to believe what you believe, but I will stand up for your right to believe it") or in the defense of freedom of the press ("I might not agree with the political slant of a certain news outlet but they deserve the freedom to write what they like"). Some might feel that it is more important than ever to protect freedom of speech while others might suggest that, in a fractured political or social climate, there may be limits to freedom of speech. This is an opportunity for students to clarify their own thoughts around this issue and express them in a reasoned way.

3. Choose one of the following creative assignments:

Use the assignment guidelines below to evaluate your student's work. The primary purpose of these assignments is for students to use their creativity to explore the lesson

material more deeply or in a personally meaningful way. As always, engagement and effort count as much (if not more) than the actual product.

- Draw a set of cartoons to portray the ideas of two or more different scientists or philosophers of the Enlightenment. Your cartoons should include key phrases that highlight the accomplishments or beliefs of these people.
- Imagine you are planning to host a salon. Who would you invite? What kind of music would you include? What topics might be discussed at your salon? What controversial ideas might come forth? You may write this assignment as an essay, a story, or a dialogue. Alternatively, you could host a salon in person. If you do, write a summary of the discussion afterward.
- Make your own mini-encyclopedia. Choose a minimum of three totally different inventions or natural objects. Your task is to present these items to someone who has never seen or heard of them before. Describe each one as thoroughly as you can, draw them carefully and beautifully, and, if possible, illustrate or write step-by-step instructions on how to make at least one of your chosen items.



Up for a Challenge?

Create a pamphlet that conveys information about a philosophy, political idea, controversial scientific breakthrough, or some other important thought from the Enlightenment. Your pamphlet should attempt to educate and persuade others to adopt this point of view. Include both words and drawings.

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
Explain key elements of philosophical ideas				
Compare and contrast differing philosophies				
Relate ideas from the Enlightenment to the modern world				
Express ideas with clear reasoning				

Lesson



The Age of Exploration (1500–1800)

ASSIGNMENT SUMMARY

- Complete the reading selections.
- Draw an infographic of the Columbian Exchange.
- Write an essay on the impact of European conquests in the Americas.

Learning Objectives

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

- Explain the concept of the Columbian Exchange.
- Draw an infographic that combines text and images for a visual display of information.
- Express the impact of European conquests in the Americas.

Reading

Read the following reading selections:

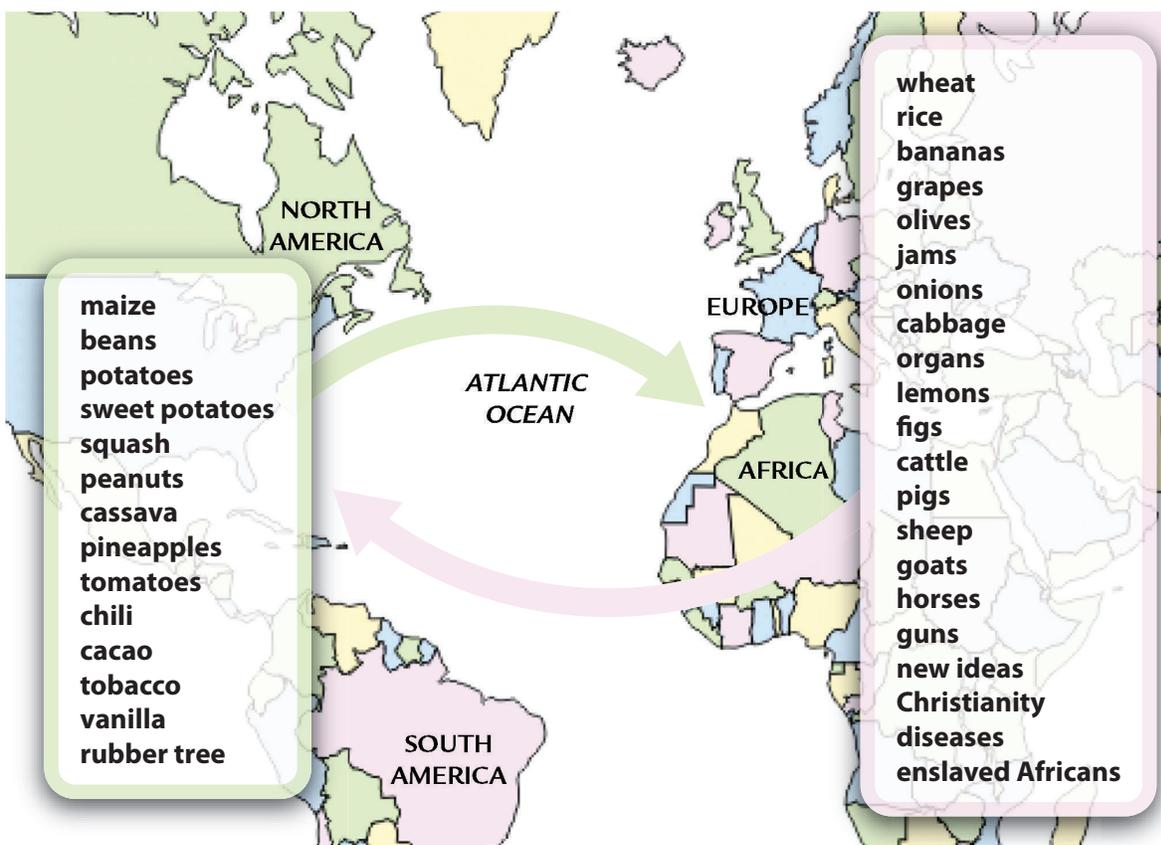
- The Discovery of a “New World”
- The First Peoples of the Americas
- Spanish Conquest of the Americas Spreads
- European Conquest in South America
- Portugal’s Conquest of Brazil

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

1. Draw a graphic of the Columbian Exchange. Conduct research to find out the kinds of goods that were transported (don't just rely on what you find in the reading selection). You can look online for ideas of how to do this, and then create your own hand-drawn infographic that shows the flow of goods, people, and diseases between Europe, Africa, and the Americas. This does not have to be an elaborate drawing, but the text and illustrations should clearly convey this information. (Hint: using color in your infographic can help highlight the information more clearly.)

Students will create an informational graphic that conveys similar information to what is found below. The graphic should be clearly labeled so that the information is easy to grasp visually. Colors, shapes, formatting, and other graphic features can be used to help the information stand out. A map should form the background and students are asked to hand-draw this infographic. If this presents a problem for your students, they can use a combination of computer images and drawn text. Students are expected to do additional research to gather information, so locating relevant, reputable resources is another goal of this assignment.



2. Write a brief essay (two or three paragraphs) that expresses your view of the impact of European conquests in the Americas. Make sure to address how the First Peoples and the European nations were influenced by this contact. You are not required to do additional research for this assignment. Focus on your own interpretation of these historical events.

Use an outline or graphic organizer to brainstorm ideas and put them in an effective order. Begin with a thesis statement (see the English Manual for tips on writing a thesis statement) and then present your key points with supporting details. Write a rough draft of your essay. **Save this draft**—you will submit it along with your polished essay.

Read your rough draft aloud to yourself or to someone else to figure out where it needs more explanation or more effective word choices. Are there places where it is redundant? Is there awkward phrasing that needs fixing? Check that your ideas flow in a logical sequence. After saving your rough draft, revise your essay to improve the expressiveness of your writing. Edit the revised essay to check for ways to polish your writing. Ask yourself:

- Did you use topic sentences to introduce the main ideas of each paragraph?
- Did you use a variety of sentence lengths and types to give your writing more interest?
- Is everything spelled correctly?
- Does each sentence and each proper noun begin with a capital letter?
- Have you checked that the punctuation is correct?

When you have made these final edits, proofread your essay once more to catch any lingering errors. Strive to make your essay an example of your best writing.

In this essay, students are asked to present their best writing. The instructions above and the learning checklist below can be used to evaluate student work. Make sure to look at the rough draft of the essay (students are asked to submit it along with the polished final version). Note the student’s revision, editing, and proofreading skills. Give feedback on areas needing work and make a note of this so you can watch for progress in these skills as the student moves 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
Identify relevant, reputable sources of information				
Display information in a visual format				
Express ideas clearly in writing				
Organize ideas in a logical sequence				
Use topic sentences to introduce ideas				
Demonstrate variety in sentence type and length				
Demonstrate skills in revision, editing, and proofreading				