

7th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 7th Grade Social Studies Course.

7th Grade - Unit 1 - Connecting Themes	
Elaborated Unit Focus	The focus of this important initial unit is themes and enduring understandings, rather than specific standards. These connecting ideas will be integrated throughout the units in the Seventh-Grade Social Studies curriculum. The understanding of these themes will be linked to students’ own experiences and knowledge, as well as lay the foundation for the rest of the seventh-grade social studies course. Upon conclusion of this unit, students will be able to demonstrate effective knowledge and use of the enduring understandings and can apply them to their daily lives and curriculum content.
Connection to Connecting Theme/Enduring Understandings	<p>Conflict and Change</p> <p>Culture</p> <p>Gain from Trade</p> <p>Governance</p> <p>Human Environmental Interaction</p> <p>Location</p> <p>Movement/Migration</p> <p>Production, Distribution, Consumption</p> <p>Time, Change, Continuity</p> <p>Scarcity</p>
GSE for Social Studies (standards and elements)	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.
Connection to Literacy Standards for Social Studies (reading and/or writing)	This unit is designed to teach the themes used in the course. There are no connections to literacy standards for this unit.
Connection to Social Studies Matrices (information processing and/or map and globe skills)	This unit is designed to teach the themes used in the course. There are no connections to information processing and/or map and globe skills.

Georgia Department of Education

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Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding 1: Conflict and Change	<ol style="list-style-type: none"> 1. How can conflict cause change? <ul style="list-style-type: none"> • How can conflict be good? • How can conflict be bad? • How can something good be bad?
Enduring Understanding 2: Culture	<ol style="list-style-type: none"> 1. How can culture define society? <ul style="list-style-type: none"> • How does society impact government? • How do ones beliefs shape a society? • How do traditions shape a society?
Enduring Understanding 3: Governance	<ol style="list-style-type: none"> 1. How does government change? <ul style="list-style-type: none"> • How does growth in a society impact government? • How do responsibilities change as governments change? • How does society impact government?
Enduring Understanding 4: Human Environmental Interaction	<ol style="list-style-type: none"> 1. How can humans, their society, and the environment impact each other? <ul style="list-style-type: none"> • How can something be good for one thing and bad for another? • How does society adapt to its environment? • How can human interaction have positive and negative consequences?
Enduring Understanding 5: Location	<ol style="list-style-type: none"> 1. How is where we live vital to how we live? <ul style="list-style-type: none"> • How have your actions had intended and unintended consequences? • How can something that is good for one be bad for another? • How can one person cause serious change?
Enduring Understanding 6: Movement/Migration	<ol style="list-style-type: none"> 1. Why is movement necessary for survival? <ul style="list-style-type: none"> • How can movement affect society? • How can movement be good for one group but bad for another?



7th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<ul style="list-style-type: none"> • How does migration affect society?
Enduring Understanding 7: Production, Distribution, Consumption	<ol style="list-style-type: none"> 1. Why is location important for production, distribution, consumption? <ul style="list-style-type: none"> • Why can certain things not be produced in certain areas? • What impact does society play on production? • What impact does the economy have on distribution and consumption?
Enduring Understanding 8: Time, Change, Continuity	<ol style="list-style-type: none"> 1. How can change be good and bad? <ul style="list-style-type: none"> • How can something be good for one and bad for another? • How can something change but remain the same? • Who do some things remain the same when society is always changing?
Enduring Understanding 9: Gain from Trade	<ol style="list-style-type: none"> 1. How does one gain from trade? <ul style="list-style-type: none"> • How can individuals benefit from trade? • How do you get what you want? • Why should countries trade?
Enduring Understanding 10: Scarcity	<ol style="list-style-type: none"> 1. How does one <ul style="list-style-type: none"> • What is the cost for what we don't have? • What is the cost of making choices? • How does scarcity impact our choices?

Sample Instructional Activities/Assessments

Daily Dose: Enduring Themes

Description:

1. Post 1 question on the board related to the enduring understanding (see list above)
2. Have the students brainstorm about how that specific enduring understandings relate to them, personally.
3. Students can choose to express their connection to the themes via: an illustration, written response, skit, miming, etc. (this is a great get-to-know-you activity, that allows them to tell stories about themselves within the context of the Enduring Understandings)

**Literacy Standards
Social Studies
Matrices
Enduring
Understanding(s)**

N/A

Impact of Production, Distribution, and Consumption

Description:

1. Opener: Use the picture attached below with the discussion prompts to have students discuss the picture.
2. Read the following article: <https://newsela.com/articles/overview-arctic-opportunity/id/20961/> or FULL TEXT: <https://www.bloomberg.com/quicktake/arctic-opportunity>
3. Discuss the need for oil and natural gas, and determine how traditional ways of life could be impacted (positively or negatively) by the discovery of and competition of natural resources such as oil, gas, gold, and cooper in the Artic.

GSE Standards and Elements

N/A

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

N/A

Show the picture below to students. Have them, as a class, respond to the following prompts:

- What do you **see**?
- What do you **think** about that?
- What does it make you **wonder**?



TOP: An undated photo taken in Greenland where, due to global warming, the ice cap in the past five years has shrunk more than 2.5 cubic kilometers. Photo By Getty Images. BOTTOM: Graphics courtesy of The Arctic Institute.

(This is only an EXCERPT, please visit the link to see the full text in the description above.)

Dear Diary, Location Influences Life

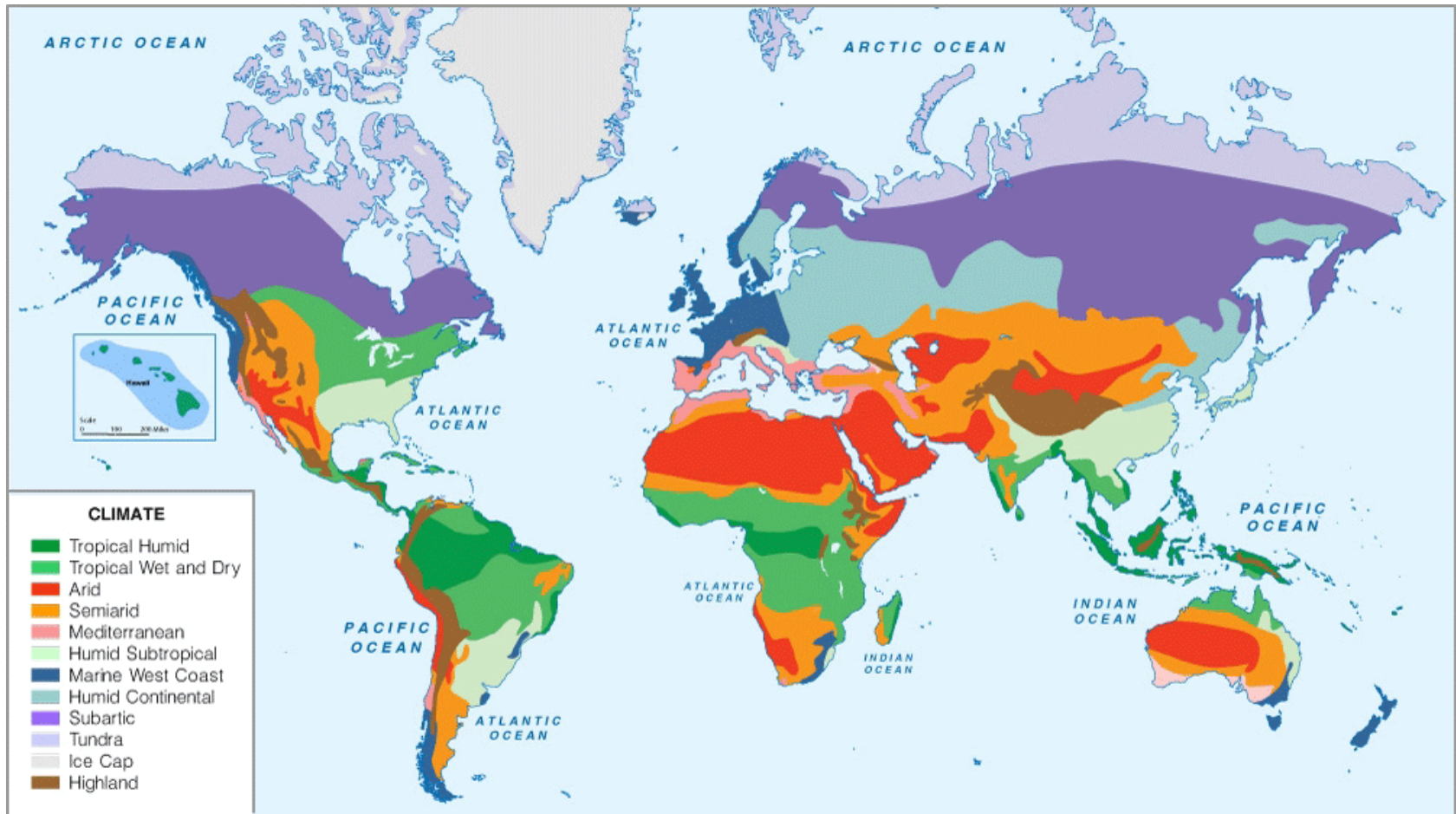
Description:

1. Look at the World Climate map, analyze it closely
2. Have students to choose 1 specific region (make sure the groups choose different regions)
3. Have students write a journal/diary entry as a child/student living in one of those regions.

The entry should include:

- a) how people in their region travel, work, and trade
- b) resources that can be found in their region
- c) Identify possible pros and challenges of the location.

GSE Standards and Elements	N/A
Literacy Standards Social Studies Matrices Enduring Understanding(s)	N/A



<https://s-media-cache-ak0.pinimg.com/originals/57/fc/f8/57fcf88e5a4e3d99e4f93c49a11a2740.jpg>

Comics, Conflict, and Change

Description:

1. Using the template attached below as a guide, students will need to create their comic on their own paper.
2. Students should create an animation, or comic strip, that illustrates a conflict that you've had with family, friends, school, health, etc.... AND how *you*, or *others*, or the *situation* changed after the conflict occurred
3. Number each student's drawing, and have others analyze them by identifying both the conflict and the change
4. Rotate a few times (either the students or the comics)
5. Discuss conflicts in history that have led to significant change

GSE Standards and Elements	N/A
Literacy Standards Social Studies Matrices Enduring Understanding(s)	N/A

What was the conflict? What was the change?			
Conflict for #___:	Conflict for #___:	Conflict for #___:	Conflict for #___:
Change:	Change:	Change:	Change:

Caption This- Cultural Customs in Traditions

Description:

1. Students will need access to the following documents to compare/contrast various traditions:
<http://mentalfloss.com/article/52335/7-birthday-traditions-around-world>
<http://family.lovetoknow.com/cultural-heritage-symbols/birthday-traditions-around-world>
2. Students shall compare and contrast using the attached graphic organizer to see how traditions for birthdays vary around the world.

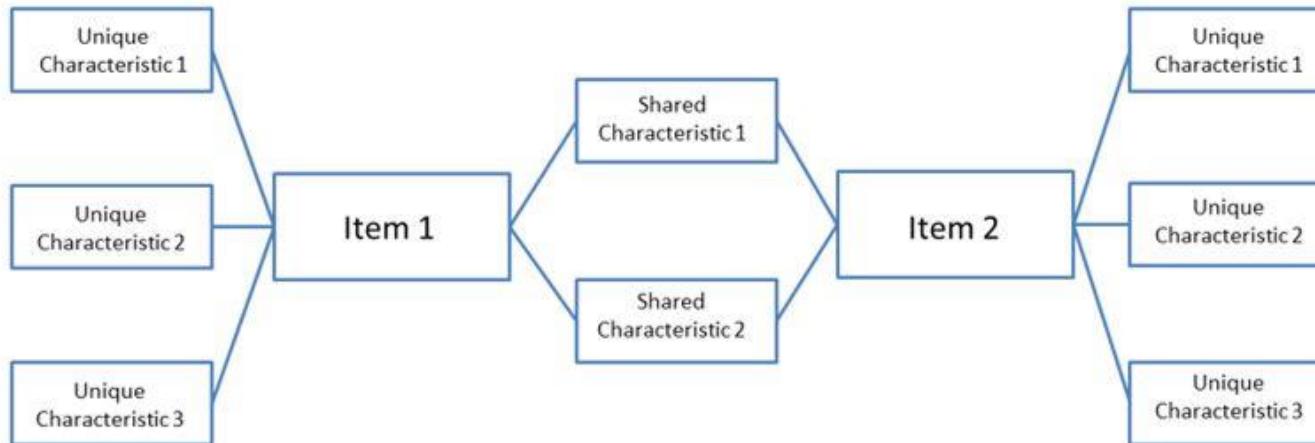
GSE Standards and Elements	NA
Literacy Standards Social Studies Matrices Enduring Understanding(s)	NA

Neo-Venn Diagram

Your Job: Copy and complete the following chart to compare two various birthday traditions from the article

Instructions:

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes; those are just there to help you.
2. Write the name of one country in the "Item 1" box and the name of another in the "Item 2" box.
3. In the boxes on the left side list 3 unique characteristics of country 1.
4. In the boxes on the right side list 3 unique characteristics of country 2.
5. In the boxes in the middle list 2 shared characteristics of the two countries.



Governing with Hammurabi’s Code

Description:

1. Ask the class who is familiar with Hammurabi’s Code?
2. If not, explain that is it often referred to as one the first, formal, code of laws/governance.
3. Share the following article with students to gain a better understanding of Hammurabi’s Code: <https://newsela.com/read/primary-source-hammurabi-code/id/21907#>
4. Determine which of these laws have changed over time, and speculate why they’ve changed.
5. Identify how some modern-day government systems that have changed, or have not changed, over time. How might that the complexity of the society influence how it is governed? How could interactions between other nations influence government systems?

GSE Standards and Elements

NA

**Literacy Standards
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Hammurabi's Code (Law):	Why might it have been necessary at that time?	Has this law changed? How?	Speculate why this law changed or altered over centuries?

The Migration of Religion

Description:

1. Use this NY Times interactive which says it can identify the region where you live, based on the chosen words and pronunciation of them
<http://www.nytimes.com/interactive/2013/12/20/sunday-review/dialect-quiz-map.html? r=0>
2. Share results, how accurate was it?
3. How do trends spread?
4. List as many world religions as you can. Share out and develop a master list. Have the students number them in terms of which religion has the most adherents.
5. Watch this quick clip about the spread of religion across the world: <https://www.youtube.com/watch?v=AvFl6UBZLv4>
6. Discuss: What implications does this movement have in terms of the spread of religion? What does this mean about the migration of culture on a global scale for neighboring countries, societies, and the world as a whole?

GSE Standards and Elements

NA

**Literacy Standards
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Culminating Unit Performance Task

Elaborated Enduring Understandings

Description:

- Have each student select 1 Enduring Understanding that they find particularly interesting, or relatable. They will create a poster, or computer graphic, or glogster (see here if not familiar glogster: https://www.youtube.com/watch?v=j_Qw3J79nN4) profile to elaborate their understanding. The profile must include:
 - a personal connection to the enduring understanding
 - a global connection and implication of the enduring understanding
 - an article or political cartoon that encompasses the gist of the enduring understanding
 - an illustration or picture (drawn, printed, or computer-generated) that exemplifies the enduring understanding
 - A FREE CHOICE of their own that embraces some aspect of the Enduring theme

[Literacy Standards](#)

[Social Studies Matrices](#)

[Enduring Understanding\(s\)](#)