

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 7

Standard:

Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History

Human Origins

Massachusetts Standard:

Students will understand human origins in Africa through the Neolithic Age.

Big Ideas

- The Earth's changing geography and climates as well as the tools used by geographers, archeologists, and historians help modern humans analyze the past and learn about the history of early humans.
- Early nomadic humans adapted to harsh living conditions and eventually began sedentary lifestyles due to farming, which ultimately led to the first civilizations of the world.

Key Outcomes

- Students will demonstrate an understanding of **how early humans learned to live through dramatic environmental changes** by describing the characteristics of the hunter-gatherer societies of the Paleolithic Age and identifying their use of tools and fire, basic hunting weapons, and beads and other jewelry.
- Students will demonstrate an understanding of **how historians, archeologists, and geographers use different tools to learn about the history of early humans** by identifying sites in Africa where archaeologists have found evidence of the origins of modern human beings and describing what the archaeologists found.
- Students will demonstrate an understanding of **how nomadic people lived and how farming eventually led to the world's first civilizations** by explaining how the invention of agriculture related to settlement, population growth, and the emergence of civilization.

Essential Knowledge and Skills

Students will be able to:

- ❑ Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (DOE 7.1) (H).
- ❑ Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (DOE 7.2) (G, H).
- ❑ Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (DOE 7.3) (H).
- ❑ Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (DOE 7.4) (H).
- ❑ Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (DOE 7.5) (H).
- ❑ Identify the characteristics of civilizations. (DOE 7.6) (H, G, E)
 - A. The presence of geographic boundaries and political institutions
 - B. An economy that produces food surpluses
 - C. A concentration of population in distinct areas or cities
 - D. The existence of social classes
 - E. Developed systems of religion, learning, art, and architecture
 - F. A system of record keeping

Massachusetts Department of Education Coding System

H- History

G- Geography

C- Civics and Government

E- Economy

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Mesopotamia

Massachusetts Standard:

Students will understand the Roots of Western Civilization circa 3500-1200 BC/BCE

Big Ideas

- ❑ Ancient Mesopotamia, like most civilizations, is shaped by its geography, climate, and natural resources, which were vital ingredients in the development of Mesopotamian civilization.
- ❑ In an ancient civilization, the meaning of and the participation in civic responsibilities by an individual contributes to the preservation and improvement of civilization, and the role of a government influences the nature of those responsibilities.

Key Outcomes

- ❑ Students will demonstrate an understanding of **how geography affects the development of civilization** by being able to analyze and explain the effects of geographic features, climate and natural resources on the development of a polytheistic religion and a monarchy.
- ❑ Students will demonstrate an understanding of **the role of members in Mesopotamian society** by explaining their role in a monarchic form of government.

Essential Knowledge and Skills

Students will be able to:

- ❑ Locate the Tigris and Euphrates Rivers on a historical map and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). *(DOE 7.7 H, G, E)*.
- ❑ Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. *(DOE 7.8 H)*.
- ❑ Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. *(DOE 7.9 H, E)*.
- ❑ Describe the important achievements of Mesopotamian civilization. *(DOE 7.10 H, C, E)*.
 - A. Its system of writing (and its importance in record keeping and tax collection) .
 - B. Monumental architecture (the ziggurat).
 - C. Art (large relief sculpture, mosaics, and cylinder seals) .
 - D. Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”). *(DOE 7.11 H, C, E)*.

Massachusetts Department of Education Coding System

H- History G- Geography C- Civics and Government E-Economics

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Egypt

**Massachusetts
Standard:**

Students will
understand the
Roots of
Western
Civilization
circa 3000-1200
BC/BCE

Big Ideas

- ❑ Ancient Egypt, like most civilizations, is shaped by its geography, climate, and natural resources, which were vital ingredients in the development of Egyptian civilization.
- ❑ In an ancient civilization, the meaning of and the participation in civic responsibilities by an individual contributes to the preservation and improvement of civilization, and the role of a government influences the nature of those responsibilities.

Key Outcomes

- ❑ Students will demonstrate an understanding of **how geography affects the development of civilization** by being able to analyze and explain the effects of geographic, climate, and natural resources on the development of polytheistic religion and theocratic form of government, and the economy.
- ❑ Students will demonstrate an understanding of the **role of members in Egyptian society and the experience of minority groups** by considering their roles in a theocratic form of government.
- ❑ Students will demonstrate an understanding of **commonalities and differences in river valley civilizations** by comparing and contrasting Ancient Egypt to the other river civilizations

Essential Knowledge and Skills

Students will be able to:

- ❑ Locate on an historical map the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. *(DOE 7.12 G)*.
- ❑ Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. *(DOE 7.13 G & H)*.
- ❑ Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. *(DOE 7.14 H & C)*.
- ❑ Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. *(DOE 7.15 H)*.
- ❑ Summarize important achievements of Egyptian civilization. *(DOE 7.16 H)*.
 - A. The agricultural system
 - B. The invention of a calendar
 - C. Monumental architecture/art such as the Pyramids and Sphinx at Giza
 - D. Hieroglyphic writing
 - E. The invention of papyrus

Massachusetts Department of Education Coding System

H- History

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E-Economics

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 7

Standard:

Ancient and Classical Civilizations in the Mediterranean to the Fall of the Roman Empire: Ideas that Shaped History

Ancient Israel

Massachusetts Standard:

Students will understand the Roots of Western Civilization circa 2000 BC/BCE-70 AD/CE.

Big Ideas

- ❑ The ancient Israelites, or Hebrews, developed one of the world's first monotheistic religions in a primarily polytheistic world.
- ❑ Over the course of thousands of years Judaism has been preserved and maintained despite migration and Diasporas.

Key Outcomes

- ❑ Students will demonstrate an understanding of **Judaism as one of the world's first monotheistic religions** by describing its characteristics, values and beliefs, and the opposing perceptions of polytheistic people and governments.
- ❑ Students will demonstrate an understanding of **the difficulties Hebrews faced as a result of voluntarily migration or control or expulsion by governments** by describing the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, and explaining the timetable, reasons for, and results of the Diaspora.

Essential Knowledge and Skills

Students will be able to:

- Identify the ancient Israelites, or Hebrews, trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (DOE 7.20 H, G).
- Describe the monotheistic religion of the Israelites. (DOE 7.21 H)
 - A. The belief that there is one God.
 - B. The Ten Commandments.
 - C. The emphasis on individual worth and personal responsibility.
 - D. The belief that all people must adhere to the same moral obligations, whether ruler or ruled.
 - E. The Hebrew Bible (Old Testament) as part of the history of early Israel.
- Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE, and the building of the first temple by Solomon. (DOE 7.22 H).
- Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (DOE 7.23 H)

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Greece

**Massachusetts
Standard:**

Students will
understand the
Roots of
Western
Civilization
circa 800-
300BC/BCE

Big Ideas

- ❑ Ancient Greece, like most civilizations, is shaped by its geography, climate, and natural resources, which were vital ingredients in the development of Greek civilization.
- ❑ The forms of government in Greece evolved from city-states to direct democracy, laying the foundation for modern forms of democracy and civic responsibility.
- ❑ Greek culture spread throughout the Mediterranean, North Africa, Southwest Asia, and to India via trade, migration, and warfare.

Key Outcomes

- ❑ Students will demonstrate an understanding of **how geography affects the development of civilization** by being able to analyze and explain the effects of geographic features, climate, and natural resources on the development of polytheistic religion, democratic form of government and economy.
- ❑ Students will demonstrate an understanding of **the role of members in Greek society** by explaining their role in a democratic form of government.
- ❑ Students will demonstrate an understanding of **the region of the Mediterranean Sea and how it shaped the development of Ancient Greece** by comparing and contrasting Ancient Greece to the river civilizations.
- ❑ Students will demonstrate an understanding of **the cultural influence of Ancient Greece** by understanding the impact of their role in maritime trade and expansion through the colonization of the Mediterranean region.

Essential Knowledge and Skills

Students will be able to:

- ❑ Locate Greece on an historical map and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, locate Greece, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. *(DOE 7.24 H & G)*,
- ❑ Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. *(DOE 7.25 H, G, & E)*.
- ❑ Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. *(DOE 7.26 H & C)*
 - A. the “polis” or city-state
 - B. civic participation and voting rights
 - C. legislative bodies
 - D. constitution writing
 - E. rule of law
- ❑ Compare and contrast life in Athens and Sparta. *(DOE 7.27 H)*.
- ❑ Describe the status of women and the functions of slaves in ancient Athens. *(DOE 7.28 H)*.
- ❑ Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. *(DOE 7.29 H)*.
- ❑ Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. *(DOE 7.30 H)*.
- ❑ Describe the rise of Alexander the Great and the spread of Greek culture. *(DOE 7.31 H)*.
- ❑ Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. *(DOE 7.32 H)*.
- ❑ Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. *(DOE 7.33 H)*.
- ❑ Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. *(DOE 7.34 H)*
 - A. Thales (science)
 - B. Pythagoras and Euclid (mathematics)
 - C. Hippocrates (medicine)

- D. Socrates, Plato, and Aristotle (philosophy)
- E. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and
- F. Euripides (history, poetry, and drama)
- G. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
- H. the development of the first complete alphabet with symbols for consonants and vowels

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Ancient Rome

Massachusetts Standard:

Students will understand the Roots of Western Civilization: circa 500 BC/BCE - 500AD/CE

Big Ideas

- ❑ Ancient Rome, like most civilizations, is shaped by its geography, climate, and natural resources, which were vital ingredients in the development of Roman civilization.
- ❑ In an ancient civilization, the meaning of and the participation in civic responsibilities by an individual contributes to the preservation and improvement of civilization and the role of a government influences the nature of those responsibilities.

Key Outcomes

- ❑ Students will demonstrate an understanding of **how geography affects the development of civilization** by being able to analyze and explain the effects of geographic features, climate, and natural resources on the development of religion, a theocratic form of government, and the economy.
- ❑ Students will demonstrate an understanding of **the role of members in a Roman society and the experience of minority groups** by considering their roles in a theocratic form of government.
- ❑ Students will demonstrate an understanding of **commonalities and differences among civilizations** by comparing and contrasting Ancient Rome to other civilizations.

Essential Knowledge and Skills

Students will be able to:

- **Identify ancient Rome and trace the extent** of the Roman Empire to 500 AD (*DOE 7.35 H & G*).
- Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (*DOE 7.36 H, G, & E*).
- Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (*DOE 7.37 H*).
 - A. Romulus and Remus
 - B. Hannibal and the Carthaginian Wars
 - C. Cicero
 - D. Julius Caesar and Augustus
 - E. Hadrian
- Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (*DOE 7.38 H & C*).
- Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (*DOE 7.39 H & E*)
 - A. Military organization, tactics, and conquests; and decentralized administration.
 - B. The purpose and functions of taxes.
 - C. The promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes.
 - D. The benefits of a Pax Romana.
- Describe the characteristics of slavery under the Romans. (*DOE 7.40 H*).
- Describe the origins of Christianity and its central features. (*DOE 7.41 H*).
 - A. Monotheism
 - B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
 - C. The concept of salvation
 - D. Belief in the Old and New Testament
 - E. The lives and teachings of Jesus and Saint Paul
 - F. The relationship of early Christians to officials of the Roman Empire
- Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to

the disintegration of the Roman Empire. *(DOE 7.42 H & E)*.

- Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). *(DOE 7.43 H)*.
- Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. *(DOE 7.44 H)*

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