

## Grade 7 Social Studies: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Unit Focus	Standards and Practices
Unit 7: Early Modern Europe - Renaissance	2 weeks	Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.40, 7.41 Week 2: 7.42, 7.43
Unit 8: Early Modern Europe - Reformation	2 weeks	Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.44, 7.45, 7.46 Week 2: 7.47, 7.48, 7.49
Unit 9: Early Modern Europe - Scientific Revolution	2 weeks	Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Scientific Revolution.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.50, 7.51 Week 2: 7.52
Unit 10: Indigenous Civilizations of the Americas	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.53, 7.54, 7.55 Week 2: 7.56, 7.57
Unit 11: Age of Exploration pt. 1	2 weeks	Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.58, 7.59, 7.60 Week 2: 7.61, 7.62, 7.63

## Grade 7 Social Studies: Quarter 3 Map Instructional Framework

### Course Description: World History and Geography – The Middle Ages to the Exploration of the Americas

Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. *This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

### Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

### Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

### Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

## Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

## Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

## Unit Overview: Quarter 3 Unit 7 – Early Modern Europe: Renaissance

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 7: Early Modern Europe - Renaissance	2 weeks	Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 7.40, 7.41 Week 2: 7.42, 7.43	The first week focuses on the beginnings of the Renaissance, with the importance of the geographical location of the Italian peninsula at spurring its beginnings through the development of powerful trading families. The second weeks focuses on the major ideas of the Renaissance, including humanism and the great artists of the period.

### Grade 7 Social Studies: Quarter 3 Unit 7 Vocabulary

#### Tier 2 Vocabulary

Fostered

#### Tier 3 Vocabulary

Italian peninsula, resources, Italy, independent trade cities, Florence, Medici Family, Renaissance, humanism, Thomas Aquinas, humanistic, reason, faith, Leonardo da Vinci, Michelangelo, William Shakespeare, systems of patronage.

## Sample Lesson: Quarter 3 Unit 7 – Early Modern Europe: Renaissance

<b>SS TN Standard(s):</b>	7.40
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can explain how Italy’s geographical location impacted its development as the regional center for the Renaissance.
<b>Key Academic Vocabulary:</b>	Italian Peninsula, Renaissance, regional center
<b>Resources / Materials:</b>	Textbook, Reader Map: Trade Routes Through Italy
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Brainstorm a list of ways that ideas spread during the ancient world and middle ages. Provide examples from different civilizations you have studied already.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	<p>How does geography impact the development of civilizations? Why does Europe go through a period of rebirth?</p> <p>Discuss answers to the warm-up, making connections to previous civilizations studied thus far in seventh grade – exposure to other cultures through the Crusades, through trade (via Crusades, Silk Road, spread of Arab merchants, etc.)</p>
<b>High-Quality Text(s):</b>	Textbook Ch. 11
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>The teacher should lead the class through a quick review of material using the textbook, Ch. 11 and Lesson 1.</p> <p>In ‘The Renaissance in Italy’ the teacher should read the introduction and ‘Rebirth of the Classics’ with students. Students should define Renaissance in their own words – the text calls it a rebirth, but what is it a rebirth of?</p> <p>In ‘The Renaissance is Born’ students should look for reasons on why cities were important to the development of Italy and the spread of the Renaissance in Italy.</p> <p>In ‘The States of Italy’ students should explain how the independent city-states of Italy were different than regular states. Who did not rule the Italian city-states? Who can they infer ruled them? Why does this section of the textbook say that the Renaissance started in the Italian city-states?</p> <p>In ‘Riches from Trade’ students should explain two reasons why the geographical location of the Italian peninsula made it an ideal location for trade. Students should also identify and explain how to major historical events during the Middle Ages contributed to the growth of trade in the Italian Peninsula. Students should identify resources that were bought by Italian merchants and where Italian merchants sold those resources.</p>

<p><b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i></p>	<p>Students should be given copies of the Map for standard 7.40 'Trade Routes Through Europe'</p> <p>Studying the map, they should complete a guided see-think-wonder protocol.</p> <p>1) Look at the shipping routes leaving/entering the Italian Peninsula. What do they <u>see</u> or notice about the connections? Which continents are the Italian city-states connected to? How do students <u>think</u> these connections were an advantage for trade? Do they have any questions or <u>wondering</u> about these trade routes?</p> <p>2) Look at the land routes leaving/entering the Italian Peninsula. What do they <u>see</u> or notice about the connections? Which continents do the land routes cover? How do students <u>think</u> these connections were an advantage for trade? Where do they <u>think</u> these land routes came from? Do they have any questions or <u>wonderings</u> about these trade routes?</p> <p>3) Challenge: This map has trade routes ending in Constantinople, Antioch, Tyre, and other locations along Asia Minor and North Africa. What are students not <u>seeing</u> on this map? If this map was zoomed further out, what do you <u>think</u> they would see? Where would those trade cities connect to?</p>
<p><b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Students should individually summarize the day's learning through a 3-2-1.</p> <p>Identify three reasons the geography of the Italian Peninsula made it an ideal location for the Renaissance.</p> <p>Identify two reasons Italy developed city-states.</p> <p>Identify one event from the Middle Ages that impacted trade through the Italian Peninsula.</p>
<p><b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>N/A</p>
<p><b>Homework:</b></p>	<p>N/A</p>

## Unit 7: Early Modern Europe: Renaissance - Week 1

<b>Essential Question(s)</b>	How does geography impact the development of civilizations? How does trade change and impact the world? How and why does Europe go through a period of rebirth?
<b>Student Outcomes</b>	Students can explain how Italy's geographical location impacted its development as the regional center for the Renaissance. Students can explain the importance of the Medici Family and Florence in the development of the Renaissance.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 11 Lesson 1  Reader: 7.40 Map: Trade Routes Through Italy 7.41 Florence  Maps/Videos/Images: <a href="#">Map Collection: Renaissance Maps 1490-1800</a> <a href="#">Renaissance Interactive Timeline</a> Videos: Mr. Nicky, <a href="#">The Renaissance</a>
<b>Suggested Classroom Strategies and Protocols</b>	Bio Poem: Florence, Italy; Medici Family Iceberg Diagram: Why did the Renaissance start in the Italian Peninsula? Storyboard: Beginning of the Renaissance
<b>Assessment</b>	Explain the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.40 Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy's independent trade cities. 7.41 Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance.

## Unit 7: Early Modern Europe: Renaissance - Week 2

<b>Essential Question(s)</b>	How do civilizations adapt and change? What are the legacies of Renaissance art?
<b>Student Outcomes</b>	Students can define humanism and explain its role in the development of Renaissance ideas. Students can identify Thomas Aquinas as a source for humanist principles. Students can summarize the achievements of the Renaissance, including the works of major artists.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 11 Lesson 2  Reader: 7.42 Excerpts on Humanism 7.43 Image Collection  Maps/Videos/Images: Lesson: Teach with Magic, <a href="#">The Artists: Michelangelo and Leonardo da Vinci</a> , Videos: historyteachers, <a href="#">Shakespeare</a> , <a href="#">Thomas Aquinas</a> ; Sung History, <a href="#">Queen Elizabeth I – Boyfriends are Trouble</a> DBQ Project: How Did the Renaissance Change Man's View of the World?* Exclude Document D
<b>Suggested Classroom Strategies and Protocols</b>	Bio Poems: William Shakespeare, Leonardo da Vinci, Michelangelo, Humanism Big Paper Silent Conversation: How did humanism help ideas spread during the Renaissance? Storyboard: Continued from Week 1, Impacts of the Renaissance
<b>Assessment</b>	Explain the ideas of humanism and describe how Thomas Aquinas influenced its development. Use complete sentences and evidence from the source to support your answer.
<b>Standards</b>	7.42 Explain humanism, and describe how Thomas Aquinas's writings influenced humanistic thought and fostered a balance between reason and faith. 7.43 Explain the development of Renaissance art, including the significance of: Leonardo da Vinci, Michelangelo, William Shakespeare, Systems of patronage.



## Unit Overview: Quarter 3 Unit 8 – Early Modern Europe: Reformation

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 8: Early Modern Europe - Reformation	2 weeks	Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.44, 7.45, 7.46 Week 2: 7.47, 7.48, 7.49	The first week begins with an examination of the printing press before shifting into the complaints against the Catholic Church presented by Martin Luther and an overview of developing Protestant ideas. In the second week, students look at how the Catholic Counter-Reformation responded to the complaints of the Protestant Reformation. The Tudor dynasty is also examined through the reigns of Henry VIII, Mary I, and Queen Elizabeth, highlighting the political and religious changes in England during this time.

### Grade 7 Social Studies: Quarter 3 Unit 8 Vocabulary

#### Tier 2 Vocabulary

Vehicles, dissemination, significant causes, emphasis, roles, transition, as a response to, the rise of

#### Tier 3 Vocabulary

Johannes Gutenberg, printing press, William Tyndales, Bible, English, literacy, Protestant Reformation, taxation policies, indulgences, Martin Luther, 95 Theses, scripture, salvation by faith, predestination, Henry VIII, Mary I, Catholicism, Protestantism, Catholic Counter-Reformation, St. Ignatius of Loyola, Jesuits, Council of Trent, Golden Age, Tudor dynasty, Queen Elizabeth I, Spanish Armada, English power

## Sample Lesson: Quarter 3 Unit 8 – Early Modern Europe: Reformation

<b>SS TN Standard(s):</b>	7.45 and 7.46
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can explain the causes of the Protestant Reformation.
<b>Key Academic Vocabulary:</b>	Protestant Reformation, taxation, indulgences, Martin Luther, 95 Theses
<b>Resources / Materials:</b>	Textbook, Reader Text – Excerpts, 95 Theses
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students should study the phrases “Protestant” and “Reformation”  What root words they notice in each of these words? What is the meaning of those root words?
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How does culture adapt and change over time?  The teacher should facilitate a discussion on the Bell-Ringer. Protestant – Protest. Why do people protest? To bring about change. Reformation – Reform, changes. The teacher can connect this to today’s lesson, the beginning of a protest for reforms or changes to the Catholic Church.
<b>High-Quality Text(s):</b>	Textbook, Reader Text – Excerpts, 95 Theses
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher can facilitate a quick read of sections of the textbook in Ch. 11 Lesson 3.  Under ‘Early Calls for Reform’ – According to this section, what criticism did people have against the Catholic Church? Why?  Under ‘John Wycliffe Speaks Out’ – According to this section, what is an indulgence? What criticisms were there against the use of indulgences? Why? What language was the bible normally written in prior to the 1370s? After the 1370s?  Under ‘Who was Erasmus?’ – The text talks about ‘Church corruption’ – what is Erasmus’s complaint? Infer – how was the Church getting so wealthy?  Under ‘Who was Martin Luther?’ – What were Martin Luther’s impressions of Rome? Why? What did Luther think about indulgences? Why? What did he write about in his 95 Theses?  Under ‘A New Church’ – What were Luther’s three major ideas? How did Pope Leo X respond to Luther and his ideas?

<p><b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i></p>	<p>Students should be given the excerpt from the 95 Theses.</p> <p>They should identify 3 lines that they think are Luther’s strongest arguments against indulgences and explain Luther’s argument in their own words.</p> <p>They should identify 2 lines where Luther talks about the importance of good works and explain Luther’s argument in their own words.</p> <p>They should identify 1 line where Luther stresses the importance of the bible and explain Luther’s argument in their own words.</p> <p>The teacher can facilitate a discussion where students share out their findings to the class.</p>
<p><b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>The Protestant Reformation had three major causes – the Catholic Church’s taxation policies, the selling of indulgences, and Martin Luther’s 95 Theses. Create a ‘tweet’ in 140 characters or less for each of these causes.</p>
<p><b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>N/A</p>
<p><b>Homework:</b></p>	<p>N/A</p>

## Unit 8: Early Modern Europe: Reformation - Week 1

<b>Essential Question(s)</b>	How does culture adapt and change over time? How do books change the world?
<b>Student Outcomes</b>	<p>Students can analyze the impacts of the printing press on the spread of knowledge prior to the Protestant Reformation.</p> <p>Students can explain the causes of the Protestant Reformation.</p> <p>Students can analyze the development of the Protestant Reformation and identify its major ideas.</p>
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 11 Lesson 2 and 3</p> <p>Reader: 7.44 Image Collection 7.45 Excerpts, 95 Theses 7.46 Protestant Reformation</p> <p>Maps/Videos/Images: Lesson: Teach with Magic, <a href="#">Reformation Presentation</a> Videos: historyteachers, <a href="#">Gutenberg</a>, <a href="#">Martin Luther</a> Debating the Documents: Impact of the Printing Press in China and Europe SHEG Lesson: <a href="#">Martin Luther</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>See-Think-Wonder: Image Collection</p> <p>3-2-1: 95 Theses</p> <p>Two Minute Interviews: Why were the Catholic Church’s taxation policies a cause of the Protestant Reformation? Why were the selling of indulgences a cause of the protestant Reformation? What were Martin Luther’s complaints in his 95 Theses? How did the printing press impact society during the Reformation?</p> <p>Iceberg Diagram: Protestant Reformation</p>
<b>Assessment</b>	Identify the invention of Johannes Gutenberg and explain its impact on the spread of books, growth of literacy, and dissemination of knowledge during the Reformation. Use complete sentences and evidence to support your answer.
<b>Standards</b>	<p>7.44 Analyze Johannes Gutenberg’s printing press and William Tyndale’s translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.</p> <p>7.45 Explain the significant causes of the Protestant Reformation, including: the Catholic Church’s taxation policies, the selling of indulgences, and Martin Luther’s 95 Theses.</p> <p>7.46 Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination.</p>

## Unit 8: Early Modern Europe: Reformation - Week 2

<b>Essential Question(s)</b>	How does culture adapt and change over time? How do civilizations develop a national culture?
<b>Student Outcomes</b>	Students can explain the impact of the Reformation on England during the reigns of Henry VIII and Mary I. Students can analyze the Catholic Counter-Reformation and explain its outcomes. Students can describe how the Golden Age of the Tudor dynasty developed English culture.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 11 Lesson 3 and 4  Reader: 7.47 Henry VIII and Mary I of England 7.48 Letter from St. Ignatius 7.49 Image Collection and Letter by Queen Elizabeth I  Maps/Videos/Images: Lesson: Teach with Magic, <a href="#">The Reformers Presentation</a> Videos: historyteachers, <a href="#">Henry VIII</a> ; Simple History, <a href="#">Elizabeth I (1533-1603) Queen of England</a>
<b>Suggested Classroom Strategies and Protocols</b>	Iceberg Diagram: Catholic Counter-Reformation Create a Headline: Henry VIII, Mary I, Elizabeth I, Council of Trent, St. Ignatius of Loyola, Jesuits Bio Poem: Henry VIII, Mary I, Elizabeth I, St. Ignatius of Loyola, Jesuits Found Poem: Letter by Queen Elizabeth I 3-2-1: Letter from St. Ignatius Evidence Logs: Political and religious actions of Henry VIII and Mary I in 'Henry VIII and Mary I of England'
<b>Assessment</b>	Explain the Catholic Counter Reformation, including how it revitalized the Catholic Church, the role of the Jesuits, and the Council of Trent. Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.47 Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. 7.48 Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. 7.49 Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe.

## Unit Overview: Quarter 3 Unit 9 – Early Modern Europe: Scientific Revolution

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 9: Early Modern Europe - Scientific Revolution	2 weeks	Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Scientific Revolution.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.50, 7.51 Week 2: 7.52	The first week on the scientific revolution focuses on the changing attitudes towards the models of the solar systems, with the evolution of theories from the Greeks, to Copernicus and Kepler. Additionally, the ideas of Galileo and improvements in tools during this time period are also examined. The second week looks at how the theories of how science is approached through the Scientific Method changed while also giving students an overview on Newton's ideas.

### Grade 7 Social Studies: Quarter 3 Unit 9 Vocabulary

#### Tier 2 Vocabulary

Compare, contrast, telescope, microscope, in regards to

#### Tier 3 Vocabulary

heliocentric, geocentric, theories, Greeks, Copernicus, Kepler, elliptical orbits, Galileo Galilei, Scientific Revolution, Sir Francis Bacon, scientific method, Sir Isaac Newton, Three Laws of Motion

## Sample Lesson: Quarter 3 Unit 9 – Early Modern Europe: Scientific Revolution

<b>SS TN Standard(s):</b>	7.50
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can compare and contrast the heliocentric and geocentric theories of the Greeks, Copernicus, and Kepler.
<b>Key Academic Vocabulary:</b>	Heliocentric, elliptical orbits, geocentric, Copernicus, Kepler.
<b>Resources / Materials:</b>	Reader excerpt for 7.50 – Modeling the Cosmos
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students should use their background knowledge to draw a picture of the solar system. It's okay if students do not remember the names of all the planets or which order they are in, but generally they should show what they know about the relationship between the sun and the planets in our solar system.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	<p>How does culture adapt and change over time?</p> <p>Discuss the Bell Ringer. Students likely know that the planets revolve around the sun. This was not always the prevailing idea for science and the changes in how people understood the solar system was an important part of the scientific revolution.</p>
<b>High-Quality Text(s):</b>	Reader excerpt for 7.50 – Modeling the Cosmos
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>Teachers should show the video '<a href="#">How We Figured Out That Earth Goes Around The Sun</a>' and discuss the following questions with students. Teachers may want to watch the video once with the class and then watch it again, pausing to discuss these questions, with students prompted on what to listen for so they will be ready to discuss.</p> <ol style="list-style-type: none"> <li>1) What idea did the Greeks have about the orbit of the sun and earth?</li> <li>2) What shape did the Greeks think the orbit was in?</li> <li>3) What problems were there with the ideas of the Greeks?</li> <li>4) What model did Copernicus come up with?</li> <li>5) What did Copernicus get right?</li> <li>6) What did Copernicus get wrong?</li> <li>7) What idea did Kepler come up with?</li> <li>8) What invention by Galileo helped prove Kepler and Copernicus's ideas?</li> <li>9) Which organization banned the heliocentric model from being accepted?</li> </ol>
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Students should read the text in groups and create a <a href="#">storyboard</a> or vignette for each section of the reading.</p> <p>To accommodate for time (to fit the lesson into one class period) or the reading level of students in a class, the teacher may want to differentiate the reading and focus each section on certain paragraphs.</p>

	<p>Whose Revolution? → First paragraph  Copernicus's Question → First paragraph  Brahe's, Data Collection → Skip.  Brahe's Model → First paragraph.  Kepler's Harmonies → Skip.  Kepler's Elliptical Orbits → Second paragraph  So Whose Revolution was it? → First Paragraph</p>
<p><b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Students should write a short response to the question – the change from the geocentric to heliocentric model is sometimes called the Copernican Revolution. Is it fair to give all the credit to Copernicus? Why or why not? They should support their answer with a justification from the text.</p>
<p><b>Weekly Assessment:</b>  <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>N/A</p>
<p><b>Homework:</b></p>	<p>N/A</p>



## Unit 9: Early Modern Europe: Scientific Revolution - Week 1

<b>Essential Question(s)</b>	How does culture adapt and change over time? Are all revolutions wars?
<b>Student Outcomes</b>	Students can explain and compare and contrast the heliocentric and geocentric theories of the Greeks, Copernicus, and Kepler. Students can describe the theories of Galileo Galilei and the scientific tools he developed.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 13 Lesson 1  Reader: 7.50 Modeling the Cosmos 7.51 Galileo and the Telescope  Maps/Videos/Images: Lesson: Teach with Magic, <a href="#">Scientific Revolution Presentation</a> . Mr. Casey History, <a href="#">Galileo and the Scientific Revolution</a> Video: historyteachers, <a href="#">Copernicus</a> Document C from DBQ Project: How Did the Renaissance Change Man’s View of the World? SHEG Lesson: <a href="#">Galileo</a>
<b>Suggested Classroom Strategies and Protocols</b>	Big Paper, Silent Conversation: How was the Scientific Revolution a revolution? or How revolutionary was the Scientific Revolution? Concept Maps: Geocentric theory, heliocentric theory, elliptical orbits Storyboard: Galileo
<b>Assessment</b>	Explain the geocentric theories of the Greeks, heliocentric theories of Copernicus, and Kepler’s ideas on elliptical orbits. Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.50 Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). 7.51 Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope.

## Unit 9: Early Modern Europe: Scientific Revolution - Week 2

<b>Essential Question(s)</b>	How does culture adapt and change over time? Are all revolutions wars?
<b>Student Outcomes</b>	Students can explain the major accomplishments of Sir Francis Bacon and Sir Isaac Newton.
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 13 Lesson 1</p> <p>Reader: 7..52 Roger Bacon, On Experimental Science</p> <p>Maps/Videos/Images: <a href="#">Francis Bacon Accomplishments</a> <a href="#">Scientific Revolution Timeline</a> Videos: Sung History, <a href="#">Sir Isaac Newton – What's This Force?</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Give One, Get One: Changes during the Renaissance, Reformation, and Scientific Revolution</p> <p>Color, Symbol, Image: Scientific Method</p> <p>Human Timeline: Events and inventions of standards 7.50-7.52</p>
<b>Assessment</b>	Explain the meaning of the phrase 'Scientific Revolution' and describe the role of Sir Francis Bacon and Sir Isaac Newton within the Scientific Revolution. Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.52 Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton's three Laws of Motion.

## Unit Overview: Quarter 3 Unit 10 – Indigenous Civilizations of the Americas

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 10: Indigenous Civilizations of the Americas	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.53, 7.54, 7.55 Week 2: 7.56, 7.57	The first week covers the geography of North and South America. It then deep-dives into an examination of American Indian groups in North America. Week two continues this examination of indigenous peoples with a look at the civilizations in Central and South America. The focus for this unit is on the development of these civilizations and peoples prior to European contact.

### Grade 7 Social Studies: Quarter 3 Unit 10 Vocabulary

#### Tier 2 Vocabulary

networks, present-day

#### Tier 3 Vocabulary

Andes Mountains, Appalachian Mountains, Atlantic Ocean Caribbean Sea, Central Mexican Plateau, Great Plains, Gulf of Mexico Mississippi River, North America, Pacific Ocean, Rocky Mountains, South America, Yucatan Peninsula, Indian cultures - Northeast, Southeast, Plains, agriculture, North American, United States, customs, economic, political structures, climate, agricultural practices, Maya, Aztec, Incan, oral traditions, class structures, religious beliefs, slavery, astronomy

## Sample Lesson: Quarter 3 Unit 10 – Indigenous Civilizations of the Americas

<b>SS TN Standard(s):</b>	7.54, 7.55																					
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can explain the relationship between geography of the regions settled and North American Indian cultures and analyze the networks between North American Indian groups for insights into their culture and economies.																					
<b>Key Academic Vocabulary:</b>	Northeast, Southeast, and Plains North American Indian cultures																					
<b>Resources / Materials:</b>	<p>Khan Academy excerpts on <a href="#">Northeast</a>, <a href="#">Southeast</a>, and <a href="#">Plains</a> American Indians. The teacher should make three copies of the excerpts and create a gallery walk around their room.</p> <p>Ex:            Northeast, Southeast, and Plains excerpts become stations A1, A2, and A3 hung on yellow butcher paper.            Northeast, Southeast, and Plains excerpts become stations B1, B2, B3 hung on green butcher paper.            Northeast, Southeast, and Plains excerpts become stations C1, C2, C3 hung on blue butcher paper.</p> <p>Each station should have one piece of butcher paper for students with a t-chart on it for students to fill in. The t-charts should read:</p> <table border="1" data-bbox="716 764 1990 1101"> <thead> <tr> <th data-bbox="716 764 1352 797">Information Sought</th> <th data-bbox="1352 764 1990 797">Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 797 1352 829">Clothing</td> <td data-bbox="1352 797 1990 829"></td> </tr> <tr> <td data-bbox="716 829 1352 862">Housing</td> <td data-bbox="1352 829 1990 862"></td> </tr> <tr> <td data-bbox="716 862 1352 894">Agriculture</td> <td data-bbox="1352 862 1990 894"></td> </tr> <tr> <td data-bbox="716 894 1352 927">Languages</td> <td data-bbox="1352 894 1990 927"></td> </tr> <tr> <td data-bbox="716 927 1352 959">Culture</td> <td data-bbox="1352 927 1990 959"></td> </tr> <tr> <td data-bbox="716 959 1352 992">Customs</td> <td data-bbox="1352 959 1990 992"></td> </tr> <tr> <td data-bbox="716 992 1352 1024">Economy</td> <td data-bbox="1352 992 1990 1024"></td> </tr> <tr> <td data-bbox="716 1024 1352 1057">Political Structure</td> <td data-bbox="1352 1024 1990 1057"></td> </tr> <tr> <td data-bbox="716 1057 1352 1089">Relationships with other American Indian groups</td> <td data-bbox="1352 1057 1990 1089"></td> </tr> </tbody> </table> <p>If teachers have a particularly large class, they may want to create a fourth set of stations so students can be in smaller groups. With nine stations, a class of 36 students would be in groups of four.</p>		Information Sought	Evidence	Clothing		Housing		Agriculture		Languages		Culture		Customs		Economy		Political Structure		Relationships with other American Indian groups	
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<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	How does geography impact how civilizations develop? Brainstorm 3 examples from civilizations you have studied already in seventh and sixth grade.																					
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	<p>How does geography impact the development of a civilization? How do societies organize themselves?</p> <p>Discuss the Bell Ringer. Try and facilitate a class discussion on different geographical environments and its impacts on a civilization – for example, the impact of the Sahara and forests on West Africa, geographical features that pose</p>																					

	advantages and disadvantages to China, etc.
<b>High-Quality Text(s):</b>	Khan Academy excerpts
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>Watch the Khan Academy video on <a href="#">American Indian societies prior to European Contact</a>.</p> <p>Discuss:</p> <p>How many people were in the Americas prior to European arrival? How many of those people were in North America?</p> <p>Why was the domestication of maize important?</p> <p>What was the geography of the Plains like?</p> <p>Why did the Southeast and Northeast Peoples (referred to as East Coast in the video) have high populations?</p>
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Split students into groups and assign students to a station. Students will rotate within the color of their butcher paper, so if they are A1 on yellow, they will move to A2 on yellow, then A3 on yellow. If a student starts on A3, they would move to A1 on yellow and then A2 on yellow.</p> <p>Students will read the excerpts as a group and fill in the posted t-chart with their groups to the best of their ability. When students rotate to the next station, they will read the text and add as much additional information to the chart as possible. Ideally, students should spend 5-10 minutes at a station, more or less depending on their ease reading the texts.</p>
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Once students have been to all groups, the teacher can facilitate a whole group discussion and the class can create a master chart for each region on their own paper.
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
<b>Homework:</b>	N/A

## Unit 10: Indigenous Civilizations of the Americas - Week 1

<b>Essential Question(s)</b>	How does geography impact the development of a civilization? How do societies organize themselves? How does trade change and impact the world?
<b>Student Outcomes</b>	Students can identify and locate the geographical features of the Americas. Students can explain the relationship between geography of the regions settled and North American Indian cultures. Students can analyze the networks between North American Indian groups for insights into their culture and economies.
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 7 Lesson 1 and Lesson 2 section ‘North American Peoples’</p> <p>Reader: 7.53 Physical Map of North America 7.54 Woodlands and Mississippi Periods in the Southeast 7.55 Map: Distribution of American Indians in 1500</p> <p>Maps/Videos/Images: Lesson: Smithsonian, <a href="#">Native American Dolls</a>, <a href="#">Northern Plains History and Culture</a>, <a href="#">Native Knowledge 360 databank of lessons</a> Info Sheets: <a href="#">Fact Sheets on American Indian tribes</a>, <a href="#">Framework for Essential Understandings about American Indians</a> <a href="#">Native Land Digital</a> <a href="#">TN Bluebook Ch. 1</a> Videos: Extra Credits, <a href="#">Hiawatha – The Great Law of Peace #1</a>, <a href="#">Hiawatha – Government for the People #2</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	See-Think-Wonder: Physical Map of North America, Distribution of American Indians in 1500, Native Land Digital Evidence Logs: Concepts from standards 7.54 and 7.55 via Textbook, selection from TN Bluebook or Fact Sheets on American Indian Tribes Storyboard: Scenes differentiating North American Indian cultures (Northeast, Southeast, and Plains) Bio-Poems: North American Indian cultures (Northeast, Southeast, and Plains)
<b>Assessment</b>	Explain how geography impacted the North American Indian cultures of the Northeast, Southeast, and Plains peoples. Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.53 Identify and locate the geographical features of the Americas, including: Andes Mountains, Appalachian Mountains, Atlantic Ocean, Caribbean Sea, Central Mexican Plateau, Great Plains, Gulf of Mexico, Mississippi River, North America, Pacific Ocean, Rocky Mountains, South America, Yucatan Peninsula. 7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. 7.55 Describe the existence of diverse networks of North American Indian cultures (within present-day United States) including: varied languages, customs, and economic and political structures.

## Unit 10: Indigenous Civilizations of the Americas - Week 2

<b>Essential Question(s)</b>	How does geography impact the development of a civilization? How do societies organize themselves? How does trade change and impact the world?
<b>Student Outcomes</b>	Students can explain the impact geography had on the development of the Maya, Aztec, and Incan civilizations. Students can analyze the networks between Mesoamerican civilizations for insights into their cultures and economies.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 7 Lesson 2  Reader: 7.56 Mayan Agriculture 7.57 Mesoamerican Government  Maps/Videos/Images: Lesson: Smithsonian, <a href="#">Native Knowledge 360 databank of lessons</a> , <a href="#">Great Inka Road – How Can A Road System Be an Example of Innovation?</a> , <a href="#">The Inka Empire – What Innovations Can Provide Food and Water for Millions?</a> , Teach with Magic, <a href="#">Rise of the Mayans Presentation</a> , <a href="#">The Aztecs Presentation</a> , <a href="#">The Inca Presentation</a> DBQ Project: The Maya – What Was Their Most Remarkable Achievement? and The Aztecs – Should Historians Emphasize Agriculture or Human Sacrifice? * SHEG Lesson: <a href="#">Inca Empire</a> , <a href="#">Moctezuma's Zoo</a> *-exclude the hook and document C
<b>Suggested Classroom Strategies and Protocols</b>	Alphabet Brainstorm: Mesoamerican Vocabulary Life Road Maps: Development of Maya, Inca, and Aztec civilizations 3-2-1: Mayan Agriculture Jigsaw: Mesoamerican Government Human Timeline: Development of Mesoamerican Civilizations Storyboard: Achievements of Mesoamerican Civilizations
<b>Assessment</b>	Describe the social, economic, and political characteristics of one of the major Mesoamerican civilizations (Maya, Aztec, or Incan). Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.56 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. 7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar).

## Unit Overview: Quarter 3 Unit 11 – Age of Exploration pt. 1

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 11: Age of Exploration pt. 1	2 weeks	Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 7.58, 7.59, 7.60 Week 2: 7.61, 7.62, 7.63	The first week is devoted to understanding the motivations for European exploration, the advancements that made European exploration possible, and the initial routes of 'discovery'. The second week looks at the impacts this had on indigenous peoples in the Americas, the development of colonies, and the distribution of European powers and religious influences in the Americas. This will be continued after Spring Break with a detailed examination of the Columbian exchange and its global impacts.

### Grade 7 Social Studies: Quarter 3 Unit 11 Vocabulary

#### Tier 2 Vocabulary

motivated, eventually, those that became, division, affected, distribution

#### Tier 3 Vocabulary

European, political rivalry, mercantilism, voyages, routes of discovery, explorers, Henry Hudson, Jacques Cartier, Vasco da Gama, Bartolomeu Dias, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci, Prince Henry the Navigator, exploration, cartographic, compass, caravel, astrolabe, Harrison's chronometer, Age of Discovery, French, Spanish, English, Portuguese, Dutch, colonies, settlement, Aztec and Incan empires, Spanish Conquistadors, Hernan Cortes, Francisco Pizarro, New World



## Sample Lesson: Quarter 3 Unit 11 – Age of Exploration pt. 1

<b>SS TN Standard(s):</b>	7.62
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe early interactions between European explorers and American Indian or Mesoamerican peoples. Students can describe the impact of Spanish Conquistadors on the Aztec.
<b>Key Academic Vocabulary:</b>	Aztec, Empire, Spanish Conquistador, Hernan Cortes
<b>Resources / Materials:</b>	<p>The teacher should use Debating the Documents: Two Worlds Collide – Europe’s Encounter with the Americas to create stations in the classroom.</p> <p>Set of materials for stations:            Station 1: Page 8 and 10            Station 2: Page 9 and 11            Station 3: Page 14 and 16            Station 4: Page 15 and 17            Station 5: Timeline (p. 7) Task: Copy the dates of the timeline onto paper and create a title and one sentence summary for each date.</p> <p>There are five stations, if two copies are made and passed out or hung up in the classroom, this creates ten locations. For a class of thirty, there will be three students at a station. If three copies are made and passed out or hung up in the classroom, this creates fifteen locations. For a class of thirty, there will be two students at a station.</p> <p>Class set – Introductory Essay (Trade and the Plague) P. 6</p>
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Describe and explain the three main motivations for European exploration.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	<p>How does trade impact and change the world? How do civilizations rise and fall? How do civilizations adapt?</p> <p>Discuss bell-ringer – students should be describing the motivations from standard 7.58.</p>
<b>High-Quality Text(s):</b>	Debating the Documents: Two Worlds collide – Europe’s Encounter with the Americas
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher should lead students through a close read and annotation of ‘Two Worlds Collide’. Students should create one-sentence summaries of each of the first six paragraphs of the text and combine them to create their own summary paragraph.

<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should be assigned to stations. Students will have 5-10 minutes at each station to read the text and answer the questions on their own paper. If they are at Station 1, they should write 'Station 1' on their paper and answer the questions underneath that heading, etc. Depending on the length of the class period and the amount of time students need to read, this may be a two-day lesson. Student groups will rotate at the teacher's instruction to the next station.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Students can choose the DBQ question on p.20 to respond to in a paragraph. They should cite from at least two sources; stations should still be accessible to students so they are able to cite from sources.
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
<b>Homework:</b>	N/A

## Unit 11: Age of Exploration pt. 1 - Week 1

<b>Essential Question(s)</b>	How does trade change and impact the world?
<b>Student Outcomes</b>	<p>Students can analyze European motivations for exploration.</p> <p>Students can identify and explain the significance of the major routes of discovery by European explorers.</p> <p>Students can describe the role of Prince Henry the Navigator on the development of tools for exploration.</p> <p>Students can identify the scientific achievements and cartographic improvements of the Age of Discovery.</p>
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 12 Lesson 1 and 3</p> <p>Reader: 7.58 Columbus' Letter to the King and Queen of Spain 7.59 Map: Age of Discovery 7.60 World Maps</p> <p>Maps/Videos/Images: Lesson: Teach with Magic, <a href="#">Explorers Presentation</a> Videos: Simple History, <a href="#">Ferdinand Magellan – First Circumnavigation of the Earth</a> DBQ Project: April 27, 1521 – Was Magellan Worth Defending? And Exploration or Reformation- Which Was the More Important Consequence of the Printing Press?</p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Iceberg Diagrams: Reasons for Exploration</p> <p>Bio Poem: Henry Hudson, Jacques Carter, Vasco da Gama, Bartolomeu Dias, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci, Prince Henry the Navigator</p> <p>Storyboard: English/Portuguese/Spanish Exploration</p> <p>3-2-1: Columbus' Letter to the King and Queen of Spain</p> <p>See-Think-Wonder: Map – Age of Discovery or World Maps</p>
<b>Assessment</b>	Explain three motivations for European exploration. Use complete sentences and evidence to support your answer.
<b>Standards</b>	<p>7.58 Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism).</p> <p>7.59 Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Carter; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci.</p> <p>7.60 Describe Prince Henry the Navigator's influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison's chronometer) during the Age of Discovery.</p>

## Unit 11: Age of Exploration pt. 1 - Week 2

<b>Essential Question(s)</b>	How does trade impact and change the world? How do civilizations adapt when they are conquered by others? How do civilizations rise and fall?
<b>Student Outcomes</b>	Students can locate and identify European colonies in the Americas and their religious affiliations. Students can describe the impact of the Spanish Conquistadors on the Aztec and Incan empires.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the World – Modern Times</i> Ch. 12 Lesson 2  Reader: 7.61 Map of North and South American Colonies 7.62 Fall of the Aztec Empire 7.63 Maps: Religious Situation in Europe in 1560 and European Discoveries  Maps/Videos/Images: Videos: TedEd: <a href="#">The Rise and Fall of the Inca Empire</a> , Mr. Nicky, <a href="#">European Settlement Among the Native Americans</a> Debating the Documents: Two Worlds Collide – Europe’s Encounters with the Americas SHEG Lesson: <a href="#">Moctezuma and Cortes</a>
<b>Suggested Classroom Strategies and Protocols</b>	Human Timeline: Voyages of discovery, conquest, and colonization Character Charts: Hernan Cortes and Francisco Pizarro Evidence Log or Two Column Notes: Fall of the Aztec Empire See-Think-Wonder: Map of North and South American Colonies; Religious Situation in Europe in 1560 and European Discoveries
<b>Assessment</b>	Describe how the Aztec and Incan empires were defeated by Spanish Conquistadors and identify the roles of Hernan Cortes and Francisco Pizarro within those defeats. Use complete sentences and evidence to support your answer.
<b>Standards</b>	7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. 7.62 Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). 7.63 Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World.