

# ***History Alive!***

California Standards Mastery Guide  
for Teachers

**Grade 7**

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***TCI***

Teachers' Curriculum Institute

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# Contents

Teaching with TCI	1
Teaching to the California Standards	2
Overview of the Tools in This Guide	4
California Standards Correlations	7
Model Instructional Calendar	17
Chapter Study Guides	23
Benchmark Exams	61
Letter to Parents and Guardians	77
Student Guide to the California Standards	79

# Teaching with TCI

Social studies teachers face these challenging goals:

- How to make historical knowledge and cultural understanding memorable to students
- How to engage students in thinking critically about the issues of the past that have shaped our world
- How to prepare students for active participation in American democracy

Teachers' Curriculum Institute (TCI) has created a powerful learning system to achieve these goals. This system produces student success with carefully structured, research-based lessons that are highly interactive and build critical reading and thinking skills. Here are the components of this system:

**Lesson Guide** A two-volume Lesson Guide for each grade level provides detailed, direct instruction for conducting the lessons and assessing student mastery of lesson content, concepts, and skills. Each active lesson uses multi-modal access to hook students and focus their attention on the big ideas, through one of six strategies: Visual Discovery, Social Studies Skill Builder, Experiential Exercise, Writing for Understanding, Response Group, or Problem Solving Groupwork.

Reproducible Student Handouts and Information Masters in the Lesson Guide provide information, templates, and checklists that help students complete the activity. Assessment pages for each lesson progress from recall to higher-order thinking questions, and from multiple choice to short answer to constructed response.

**Student Edition** The student book features considerate text on uncluttered pages, bringing history alive with a story well told and powerful images.

**Interactive Student Notebook** Students personalize this notebook as they complete a Preview assignment to connect to prior knowledge, respond to the textbook on Reading Notes pages that become a study guide, and complete a Processing assignment in which they apply what they have learned.

**Placards and Overhead Transparencies** These resources provide compelling visual information for interactive student work. The Lesson Guide explains how they are woven into the activities.

**Sounds of History CD** You play tracks as directed in the Lesson Guide to enrich activities with music, ambient sounds, and dramatic readings.

**Digital Teacher Resources CD** Digital versions of the Lesson Guide, Interactive Student Notebook, and transparencies allow you to customize the materials for your classroom.

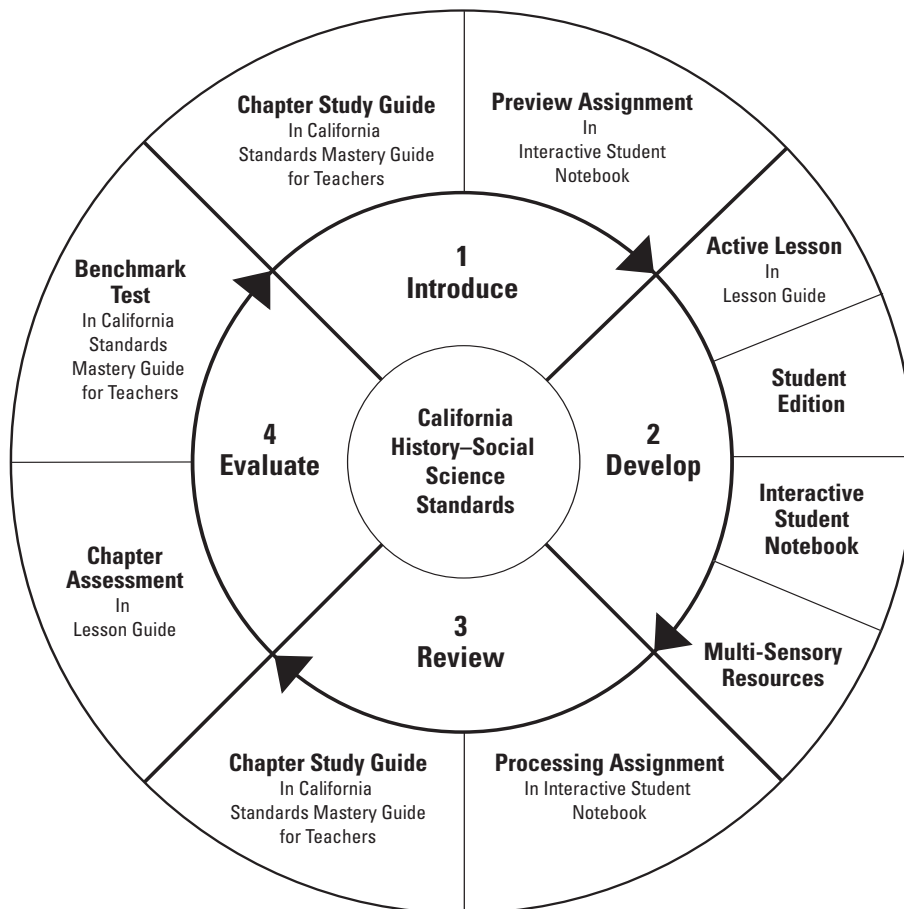
**California Standards Mastery Guide for Teachers** This booklet supplies the tools that will help you link your *History Alive!* program to the California History–Social Science Standards.

# Teaching to the California Standards

Teaching all students to master the content and skills required of them by the California History–Social Science Standards is a key goal in the Golden State. Each TCI lesson addresses one or more California standards.

The content of this *California Standards Mastery Guide for Teachers* will help you make explicit to students—through previews, reviews, and assessments—how each lesson connects to the standards.

This diagram shows how the components of a TCI program work together in a standards-based lesson:



In greater detail, here's how to use each of the components identified in the diagram:

## **1. Introduce**

**Chapter Study Guide** Hand out the chapter study guide from this booklet to introduce the standards to be covered, the key terms to be learned, and the essential questions to be answered through students' work in the lesson.

**Preview Assignment** As directed in the Lesson Guide, present the Preview assignment. The Lesson Guide will tell you whether to project a transparency, play a CD track, stage a brief activity, or have students answer a provocative question in their Interactive Student Notebook.

## **2. Develop**

**Active Lesson** Follow the step-by-step directions in the Lesson Guide to conduct an activity that engages students and involves them in their learning. As needed, show transparencies, post placards, or distribute handouts.

**Student Edition** Refer to the Lesson Guide to see when students are expected to read the chapter. They may be asked to do the reading before, during, or after the activity.

**Interactive Student Notebook** While reading their textbook, students take notes in their Interactive Student Notebook, using graphic organizers that structure and highlight connections in the material.

## **3. Review**

**Processing Assignment** Use the Lesson Guide to introduce the Processing assignment in the Interactive Student Notebook, which requires students to make sense of what they have learned and to respond to it creatively.

**Chapter Study Guide** After a lesson, use the chapter study guide for a review of the key terms and essential questions, which offer an ideal focus for class discussion and standards review.

## **4. Evaluate**

**Chapter Assessment** To conclude each lesson, use the assessment pages from the Lesson Guide.

**Benchmark Exams** At midyear and year's end, use the benchmark exams in this booklet to review and build students' understanding as they move toward mastery of the state standards.

# Overview of the Tools in This Guide

This guide includes six tools to help you work with the California History–Social Science Standards: correlations, a model instructional calendar, chapter study guides, benchmark exams, a model letter to parents and guardians, and the Student Guide to the California Standards. Using these tools in concert with your *History Alive!* program will help your students master the standards.

## California Standards Correlations

The *History Alive!* middle school programs are fully articulated with the content standards and the analysis skills spelled out in the *History–Social Science Framework for California Public Schools* (2001).

As you will discover, you can teach in an active, student-centered classroom without sacrificing standards coverage. In fact, California’s standards underlie each *History Alive!* lesson and are woven throughout the student textbook, the Interactive Student Notebook, and the Lesson Guide, as well as the placards, transparencies, handouts, and online enrichment materials that support the powerful interactive classroom activities.

The standards correlations in this booklet can help you be explicit with students, administrators, and parents about where and how the standards are covered by the *History Alive!* program.

California Standards for History–Social Science, Seventh Grade	When Students Are Addressed
<p><b>11 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</b></p> <p>1. Study the early strength and lasting contributions of Rome (e.g., significance of Roman citizenship, rights under Roman law, Roman art, architecture, engineering, and philosophy; preservation and transmission of Classical and its ideas; internal weaknesses (e.g., rise of autonomous military provinces within the empire; undermining of citizens by the growth of commerce and slavery; lack of education and distribution of wealth).</p> <p>2. Discuss the geographic location of the empire at its height and the factors that threatened its territorial cohesion.</p>	<p>Lesson 1 SE 7-17; SE 8-19 Lesson 1 SE 81-83; SE 94-108 Lesson 1 SE 7-17; SE 81-83; SE 94-108 Lesson 1 SE 10-15; CA 60 Lesson 2 SE 22</p> <p>Lesson 1 SE 81-86; SE 94-96; SE 200-205; CA 61</p> <p>Lesson 1 SE 81-83; SE 94-96; SE 200-205; CA 61</p> <p>Lesson 1 SE 81-83; SE 94-96; SE 200-205; CA 61</p>
<p><b>12 Students explore the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</b></p> <p>1. Identify the primary features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and economic and settlement areas of the</p> <p>2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</p> <p>3. Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim-controlled and the spread and acceptance of Islam and the Arabic language.</p>	<p>Lesson 1 SE 71-81; SE 94-96; SE 101-105; SE 107-112; SE 113-115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62</p> <p>Lesson 1 SE 71-81; SE 94-96; SE 101-105; SE 107-112; SE 113-115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62</p> <p>Lesson 1 SE 71-81; SE 94-96; SE 101-105; SE 107-112; SE 113-115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62</p> <p>Lesson 1 SE 71-81; SE 94-96; SE 101-105; SE 107-112; SE 113-115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62</p>
<p>5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe. the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, coinage), and the role of merchants in their society.</p> <p>6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to their civilization in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p>	<p>Unit 2 Overview: SE 72-73 Geography Challenge 2 (SE 105-107) Lesson 1 SE 71-81; SE 94-96; SE 101-105; SE 107-112; SE 113-115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62 Lesson 1 SE 71-81; SE 94-96; SE 101-105; SE 107-112; SE 113-115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62 Lesson 1 SE 71-81; SE 94-96; SE 101-105; SE 107-112; SE 113-115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62</p> <p>Lesson 10 SE 105-113; SE 115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62 Lesson 10 SE 105-113; SE 115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62 Lesson 10 SE 105-113; SE 115; SE 116; SE 117; SE 118; SE 119; SE 120; SE 121; SE 122; CA 62</p>

## Model Instructional Calendar

You have a lot of content to cover in a year. Pacing while teaching in an active, student-centered classroom can be challenging. Allowing students to reach conclusions through inquiry, setting up opportunities for cooperative learning, helping students to experience history through hands-on activities—all these can take extra time. But these methods are also the secret to making history memorable.

TCI lessons vary in length, depending on chapter length and the nature of the featured activity. Lessons may take from three to eight days of classroom time. The suggested calendar in this booklet can help you with lesson planning. It is based on the experiences of real teachers who use the TCI program in real classrooms. Keep in mind that *History Alive!* programs are complete but flexible. Some teachers use them just as they are. Others use pieces of activities and enhance their regular lessons with the rich resources that are a part of this powerful learning system.

September				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30			
October				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29	30	31
Chapter 3 (continued)				

## Chapter Study Guides

It is important to tell students at the outset what you expect them to know and what they should be able to do. Making students aware of your expectations at the very beginning of a unit of instruction keeps them focused on the most important content and skills.

In this booklet, you will find a study guide for every chapter. Each study guide spells out the state standards addressed by the lesson, a list of terms that relate to the standards, essential questions related to the lesson, and a timeline activity that helps students keep track of the significance and sequence of the events covered in the lesson.

Use the study guides to introduce each lesson and to review before the chapter assessments and the benchmark exams.

## Benchmark Exams

Teachers know that it is important to measure student progress at many points during the academic school year. Your *History Alive!* program gives you several ways to find out how students are doing.

- During each lesson, students organize important information in their Reading Notes. You can use these to informally assess understanding as the lesson unfolds.
- At the end of a lesson, the Processing assignment pushes students to think critically and creatively—and show what they have learned.
- After each lesson, you can give a chapter test that checks students' comprehension while also tapping into their multiple intelligences. The Digital Teacher Resources include an assessment bank with items you can use to create additional tests.

In addition, TCI believes it is essential for students to achieve mastery of the state standards. Over the three middle school years, students need to both retain what they learn and build on that knowledge in subsequent years. You can use the benchmark exams in this booklet to help reinforce learning from semester to semester and from year to year. Each successive benchmark exam is cumulative, requiring that students remember content and skills they have learned previously. The final benchmark exam in grade 8 assesses students' knowledge of the standards for grades 6, 7, and 8.

**Study Guide for Chapter 1**  
**The Legacy of the Roman Empire**

<p><b>Standards Covered</b></p> <p><b>8.1</b> Students analyze the causes and effects of the vast expansion and ultimate fragmentation of the Roman Empire.</p> <p><b>3.1.1</b> Describe the early geography and lasting contributions of Rome, including the significance of Roman citizenship, rights under Roman law, Roman art, architecture, engineering, and philosophy; preservation and transmission of knowledge; and its ultimate impact on Western civilization.</p> <p><b>3.1.2</b> Discuss the geographic location of the empire as it expanded and the factors that threatened its territorial cohesion.</p> <p><b>3.1.3</b> Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations: Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>	<p><b>Terms</b> Locate as many of the terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.</p> <p>Constantine (p. 9) Constantinople (p. 9) emperor (p. 10) senator (p. 10) slave (p. 10) wealth (p. 12) citizen (p. 12) colosseum (p. 12) aqueduct (p. 13) architect (p. 14) philosophy (p. 14)</p> <p><b>Essential Questions</b> Consult your Reading Notes and, when necessary, <i>History Alive! The Medieval World and Beyond</i>. For each question below, record notes that prepare you to answer it.</p> <ol style="list-style-type: none"> <li>1. At the height of the Roman Empire in 117 C.E., what seems were included within its borders? (7.1.2)</li> <li>2. What problems contributed to the decline of the Roman Empire? (7.1.1, 7.1.2)</li> <li>3. How and why did the Roman Empire ultimately fall? What happened to the eastern and western halves of the empire following the fall of Rome? (7.1.1, 7.1.2, 7.1.3)</li> <li>4. What contributions did the Roman Empire make in the following areas: art, architecture and engineering, language and writing, philosophy, and law? (7.1.1)</li> <li>5. How did Roman ideas about citizenship influence modern times? (7.1.1)</li> </ol> <p><b>Timeline</b> Label and illustrate a timeline with the events listed below. For each event, draw, illustrate, and appropriate symbols near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.</p> <p>Height of Roman Empire Rome as Roman capital in Byzantium Fall of Rome by Germanic tribes Fall of last Roman emperor in the west</p>
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**Grade 7 Benchmark Exam 1** **Unit 1-4**  
with review of  
unit 5

**The Medieval World and Beyond**

1. What architectural legacy of ancient Rome would you find in the U.S. Capitol building?
  - A. columns
  - B. domes
  - C. castles
  - D. apseheads
2. Who held the ultimate power in the Eastern Orthodox Church?
  - A. the pope
  - B. the emperor
  - C. a bishop
  - D. a patriarch
3. Arabia's physical geography and location made it important for what activity?
  - A. trading
  - B. governing
  - C. farming
  - D. trading
4. Why did Muhammad preach tolerance for Christians and Jews in "People of the Book"?
  - A. because they believed in one God
  - B. because they emphasized daily prayer
  - C. because they believed in many prophets
  - D. because they emphasized hard work
5. Which of the following is one of the Qur'an, but not true of the Sunnah?
  - A. It is recorded in the hadith, or traditions.
  - B. It contains examples for living that Muhammad set.
  - C. It was written with the help of the angel Gabriel.
  - D. It is followed by Jews and Christians.
6. According to Muhammad's words below, how did the Muslim empire maintain its power for so long?
 

*The rule of a holder is more precious than the blood of martyrs.*

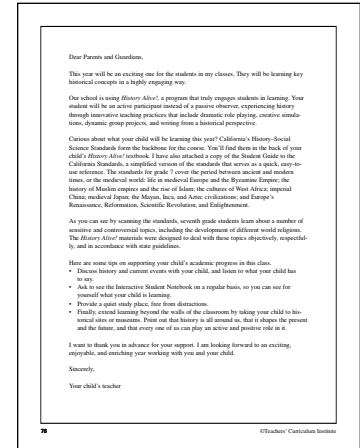
  - A. military control
  - B. one central government
  - C. cultural influence
  - D. one powerful ruler

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## Letter to Parents and Guardians

Involving families in your curriculum is essential to student success. Because middle school teachers are charged with covering sensitive and sometimes controversial topics—such as world religions and the separation of church and state—it is especially important to communicate clearly and professionally with parents and guardians.

The sample letter in this booklet covers important points that parents need to be aware of: the importance of state standards, the pedagogical methods you plan to use with the *History Alive!* curriculum, your approach to teaching about controversial issues and religious topics, and tips on providing support at home. Feel free to use this letter as is and pass it out at Back to School Night. Or, use it as a model to write your own.



## Student Guide to the California Standards

Students must know what they are expected to learn. To this end, teachers are asked to post the California History–Social Science Standards in their classrooms. But for many middle school students, the language of the standards is sometimes too complicated. The Student Guide to the California Standards offers a modified version in a handy, student-friendly reference tool.

The Student Guide to the California Standards can be used in a variety of ways. Hand it out to students at the beginning of the year. If you reproduce the fold-up version on sturdy stock, students can use it as a bookmark in their textbook. Duplicate the simpler two-page version of the guide for students to place in the front of their notebook. Encourage students to use the guide as a review tool at the end of a chapter or before any major assessment. In addition, you can distribute this item to parents as a quick and easy way to show them what students are learning.

